

Vidyanjali in Delhi Schools: A study on Programme Perception and Implementation Challenges



Schools



Students



VIDYANJALI



Volunteers



CSR/Civil
Society/
institutions



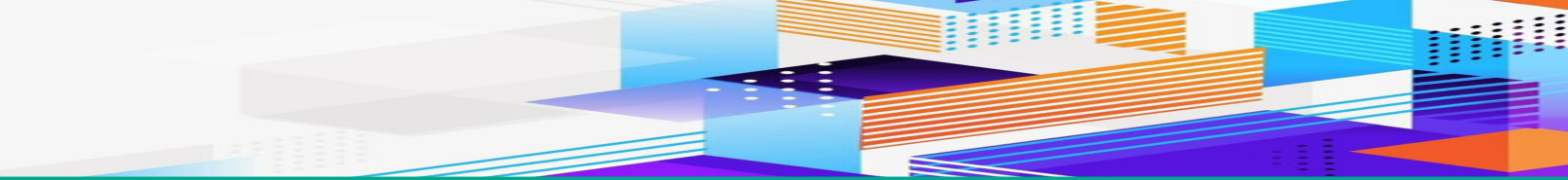
State Council of Educational Research and Training
Varun Marg, Defence Colony, Delhi-110024



Vidyanjali in Delhi Schools: **A study on Programme Perception and** **Implementation Challenges**



State Council of Educational Research and Training
Varun Marg, Defence Colony, New Delhi-110024



ISBN: 978-93-6291-376-0

© State Council of Educational Research & Training, Delhi

May 2026

Published by : State Council of Educational Research and Training, Delhi

Printed at : M/s Chandu Press, D-97, Shakarpur, Delhi- 110092.

CONTRIBUTORS

Vidyanjali Research Team

PATRON

Sh. Sanjeev Ahuja, IAS, Secretary (Education) and Chairperson, SCERT, Delhi

Dr. Rita Sharma, Director, SCERT, Delhi

Advisor

Dr. Mukesh Yadav, Secretary, SCERT, Delhi

Project Coordinator

Dr. Manisha Taneja, State Nodal Officer, Vidyanjali, Assistant Professor, Curriculum and Pedagogy (Sanskrit), SCERT, Delhi

Experts

Prof. Dayanand Sansanwal, Former Head of Department and Dean, School of Education, Devi Ahilya University, Indore, Madhya Pradesh

Prof. Harjeet Kaur Bhatia, Department of Educational Studies, Jamia Millia Islamia

Prof. Minakshi Mishra, School of Education, Shri Lal Bahadur Shastri National Sanskrit University, Delhi

Dr. R. Meganathan, Professor of English (Language Education) and Acting Head, International Relations Division, National Council of Educational Research and Training, Delhi

Dr. Gyanendra Kumar, Associate Professor, Central Institute of Education, University of Delhi

Dr. Manisha Taneja, State Nodal Officer, Vidyanjali, Assistant Professor, Curriculum and Pedagogy (Sanskrit), SCERT, Delhi

Tool Development team

Dr. Manisha Taneja, State Nodal Officer, Vidyanjali, Assistant Professor, Curriculum and Pedagogy (Sanskrit), SCERT, Delhi

Dr. Shinam Batra, Assistant Professor, DIET Bhol Nath Nagar

Dr. Rahul Mishra, Assistant Professor, DIET Rajinder Nagar

Ms. Neha Sharma, Assistant Professor, DIET Darya Ganj

Dr. Smita Rai, Assistant Professor, DIET Darya Ganj

Mr. Parveen Kumar Dishawar, Assistant Professor, DIET Karkardooma



Dr. Sandeep Kumar, Assistant Professor, DIET Ghummanhera
Dr. Neeta Verma, Assistant Professor, DIET Rajinder Nagar
Ms. Anchal Gupta, Assistant Professor, DIET R.K.Puram
Ms. Jayotsana, Assistant Professor, DIET Moti Bagh
Dr. Raghav Acharya, Block Resource Person, DIET Karkardooma
Mr. Pawan Kumar Mishra, Research Scholar, Jagannath University, Bahadurgarh, Haryana
Ms. Anjali, Research Scholar, Central Institute of Education, University of Delhi
Ms. Gayatri Senapati, Research Scholar, Shri Lal Bahadur Shastri National Sanskrit University, Delhi

Data Analysis Team

Dr. Manisha Taneja, State Nodal Officer, Vidyanjali, Assistant Professor, Curriculum and Pedagogy (Sanskrit), SCERT, Delhi
Mr. Pawan Kumar Mishra, Research Scholar, Jagannath University, Bahadurgarh, Haryana
Mr. Anurag Tripathi, Research Scholar, Shri Lal Bahadur Shastri National Sanskrit University, Delhi
Mirza Shahzan Asagar, Research Scholar, Department of Educational Studies, Jamia Millia Islamia
Saiban Ahmad, Research Scholar, Department of Educational Studies, Jamia Millia Islamia
Mr. Ranjeet Kumar Dubey, Block Resource Person (Computer Science), SCERT, Delhi

Publication Team

Mr. Dinesh Kumar Sharma, Assistant Section Officer, SCERT, Delhi
Ms. Fouzia, Block, Resource Person, SCERT, Delhi

Dr. Rita Sharma
Director SCERT



स्वाध्यायान्ता प्रमदः

**STATE COUNCIL OF EDUCATIONAL
RESEARCH and TRAINING**

(An autonomous Organisation of GNCT of Delhi)

Varun Marg, Defence Colony, New Delhi-110024

Tel.: +91-11-24331356

E-mail : dir12scert@gmail.com

Date : 23/3/2026

D.O. No. : F.1(10)/D.P.R./SCERT/222

FOREWORD

The State Council of Educational Research and Training (SCERT) Delhi takes pride in presenting the research study- "Vidyanjali in Delhi Schools: A Study on Programme Perception and Implementation Challenges."

The Vidyanjali initiative, a key program of the Ministry of Education, Government of India, signifies a paradigm shift in the Indian education system. Engaging the community—comprising professionals, alumni, and corporate organizations—to offer their time and resources to government schools brings to life the collaborative essence of the National Education Policy (NEP) 2020. The initiative operates both at the national and state levels through an integrated framework. In Delhi, Vidyanjali has been executed on a large scale, with more than 55,000 volunteers signed up on the portal and over 5.3 million children benefiting.

Through the analysis of 'Programme Perception', the research has offered us a reflection of how teachers and school leaders—the actual frontline executors—interpret this community-driven approach. Moreover, recognizing 'Implementation Challenges' is extremely insightful. Regardless of whether these challenges pertain to the Vidyanjali portal's digital interface, the logistical management of volunteers, or the synchronization of service tasks with current curricula, they present SCERT with a distinct roadmap for forthcoming Vidyanjali trainings.

I consider the report's findings a stimulus for systemic improvement. SCERT Delhi aims to translate policy initiatives such as Vidyanjali in improved learning outcomes and the overall growth of our students.

The thorough and exhaustive analysis of the Research Team reflects their hard work for the collection of evidence-based practices across various schools of Delhi. The effort of the team is highly commendable. I am confident that this research will serve as a vital resource for significantly enhancing stakeholder engagement and ensuring more consistent and effective implementation of Vidyanjali Programme across all schools.


(Dr. Rita Sharma)



TABLE OF CONTENTS

Contributors	iii
Foreword	v
List of Figures	ix
List of Tables	xi
Abbreviations	xiii
Acknowledgements	xiv
Executive Summary	xv
Chapter 1 Introduction	1
1.1 Background and Conceptualisation of The Programme	1
1.1.1 National Education Policy (NEP) 2020 and School-Community Engagement	2
1.1.2 Provisions In The National Education Policy (Nep) 2020	2
1.2 What Is Vidyanjali Programme	3
1.2.1 New Features of Vidyanjali Portal	4
1.2.2 Structure of Vidyanjali Programme	5
1.2.3 Process of Registration on Vidyanjali Portal	6
1.2.4 Nature of Services and Contributions	8
1.2.5 Stakeholders of Vidyanjali	11
1.2.6 Importance of Vidyanjali Programme	11
1.3 Background and Rationale of The Study	11
1.4 Objectives of The Study	13
1.5 Operational Definitions	13
Chapter 2 Design of The Study	14
2.1 Research Design	14
2.1.1 Population	14
2.1.2 Sample	14
2.2.3 Tools	15
2.2.3. Stages of Tool Construction	15
2.2.4. Data Collection Procedure	18
2.2.5. Data Analysis and Reporting	18
Chapter 3 Analysis and Interpretation of Data	19
3.1 Scheme of Analysis	19
3.2 Analysis of Data	19
3.2.1 Quality of Education	19

3.2.2	Collaboration with Different Agencies	25
3.2.3	Academic and Professional Support	29
3.2.4	Implementation of Vidyanjali Programme	33
3.2.5	Lack of Proper Vidyanjali Portal Training	38
3.2.6	Transfer Issue	45
3.2.7	Lack of Coordination	46
3.2.8	Communication Gap	53
3.2.9	Lack of Awareness About Vidyanjali Portal	58
3.2.10.	Login Related Issues	61
3.2.11	Multiple Engagements	64
3.2.12	Miscellaneous Issues	64
3.2.13	As A Challenge for School Vidyanjali In-Charges	65
3.2.14	As A Challenge for CRCCs	66
Chapter 4	Summary and Conclusion	67
4.1	Summary	67
4.2	Major Findings	68
4.2.1	Perception of Stakeholders Towards Vidyanjali Programme	68
4.2.2	Perception of Stakeholders Towards Challenges In Implementation of Vidyanjali Programme	71
4.3	Conclusion	75
4.4	Implications	76
4.4.1	Implications for Principals/HoS	76
4.4.2	Implications for School Vidyanjali In-Charges	76
4.4.3	Implications for CRCCs	76
References		77

LIST OF FIGURES

Figure 1.1 :	Eligibility of a Volunteer for the part of Vidyanjali	4
Figure 1.2 :	Delhi Vidyanjali Team Structure	6
Figure 1.3 :	Registration process of a volunteer on Vidyanjali Portal	7
Figure 1.4 :	School registration process on Vidyanjali portal	8
Figure 2.1:	Sample description	14
Figure 2.2 :	Development of Tool	15
Figure 3.1:	Perception of Principal/HoS in terms of Quality of Education	20
Figure 3.2 :	Perception of School Vidyanjali In-charges in terms of Quality of Education	22
Figure 3.3 :	Perception of CRCCs in terms of Quality of Education	24
Figure 3.4:	Perception of Principals/HoS in terms of Collaboration with Different Agencies	25
Figure 3.5 :	Perception of School Vidyanjali In-charges in terms of Collaboration with different Agency	27
Figure 3.6 :	Perception of CRCCs in terms of Collaboration with different Agencies	28
Figure 3.7 :	Perception of Principals/HoS in terms of Academic and Professional Support	30
Figure 3.8 :	Perception of School Vidyanjali In-charges in terms of Academic & Professional Support	31
Figure 3.9 :	Perception of CRCCs in terms of Academic & Professional Support	33
Figure 3.10 :	Perception of Principals/HoS about Implementation	34
Figure 3.11:	Perception of School Vidyanjali In-charges about Implementation	36
Figure 3.12:	Perception of CRCCs about Implementation	37
Figure 3.13:	Responses of Principals/ HoS regarding Vidyanjali Portal Training	38
Figure 3.14:	Volunteer Login related Problems as perceived by Principals/HoS	39
Figure 3.15:	School Login related problems Portal as perceived by Principals/HoS	40
Figure 3.16:	Vidyanjali Portal Training as a Challenge for School Vidyanjali In-charges	41
Figure 3.17:	School Login related problems as perceived by School Vidyanjali In-charges	42
Figure 3.18:	Volunteer Login related Problems as perceived by School Vidyanjali In-charges	42
Figure 3.19:	Lack of Proper Vidyanjali Portal Training as a Challenge for CRCCs	43
Figure 3.20:	School Login related problems of Vidyanjali Portal as a Challenge for CRCCs	44
Figure 3.21:	Volunteer Login related Problems of Vidyanjali Portal as a Challenge for CRCCs	44
Figure 3.22:	Transfer Issue as a Challenge for Principals / HoS	45
Figure 3.23:	Transfer Issue as a Challenge for School Vidyanjali In-charges	46
Figure 3.24:	Lack of Coordination with Stakeholders as a Challenge for Principals/HoS	47
Figure 3.25:	Lack of Coordination in Meetings as a Challenge for Principals / HoS	48

Figure 3.26 :	Duration of Interaction of Principals/HoS with School Vidyanjali In-charge about Vidyanjali Programme	49
Figure 3.27:	Lack of Coordination with Stakeholders as a Challenge for School Vidyanjali In-charges	50
Figure 3.28:	Lack of Coordination in Meeting Activities as a Challenge for School Vidyanjali In-charges	51
Figure 3.29:	Duration of Interaction of School Vidyanjali In-charge with Principals/HoS about Vidyanjali Programme	52
Figure 3.30 :	Lack of Coordination with Stakeholders as a Challenge for CRCCs	53
Figure 3.31:	Communication Gap between the Stakeholders as a Challenge for Principals/HoS	54
Figure 3.32:	Communication Gap between the Stakeholders as a Challenge for School Vidyanjali In-charges	56
Figure 3.33:	Communication Gap between the Stakeholders as a Challenge for CRCC	57
Figure 3.34 :	Lack of Awareness about Vidyanjali Portal as a challenge for Principals / HoS	58
Figure 3.35:	Lack of Awareness about Vidyanjali Portal as a Challenge for Principals / HoS	59
Figure 3.36 :	Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	59
Figure 3.37:	Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	60
Figure 3.38:	Login Related Issues on Vidyanjali Portal as a Challenge for Principals/HoS	61
Figure 3.39:	Duration of Login to the Vidyanjali Portal of Principals/HoS	62
Figure 3.40:	Login Related Issues on Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	63
Figure 3.41:	Duration of Login to the Vidyanjali Portal of School Vidyanjali In-charges	64
Figure 3.42 :	Miscellaneous issues as a Challenge for School Vidyanjali In-charges	65

LIST OF TABLES

Table 2.1:	Details of the Research Tools Developed for Different Stakeholder Groups	15
Table 2.2:	Distribution of Items Across Domains in the Vidyanjali Programme Perception Scales	16
Table 2.3:	Distribution of Items Across Domains in the Vidyanjali Programme Challenges Inventories	16
Table 3.1:	Scheme of analysis of data	19
Table 3.2:	Perception of Principal/HoS in terms of Quality of Education	19
Table 3.3:	Perception of School Vidyanjali In-charges in terms of Quality of Education	21
Table 3.4:	Perception of CRCCs in terms of Quality of Education	23
Table 3.5:	Perception of Principals/HoS in terms of Collaboration with Different Agencies.....	25
Table 3.6:	Perception of School Vidyanjali In-charges in terms of Collaboration with different Agency	26
Table 3.7 :	Perception of CRCCs in terms of Collaboration with different Agencies	28
Table 3.8 :	Perception of Principals/HoS in terms of Academic & Professional Support.....	29
Table 3.9 :	Perception of School Vidyanjali In-charges in terms of Academic & Professional Support.....	31
Table 3.10:	Perception of CRCCs in terms of Academic & Professional Support	32
Table 3.11:	Perception of Principals/HoS about Implementation	33
Table 3.12:	Perception of School Vidyanjali In-charges about Implementation	35
Table 3.13:	Perception of CRCCs about Implementation	37
Table 3.14:	Vidyanjali Portal Training as a Challenge for Principals / HoS	38
Table 3.15:	Proper Training of Vidyanjali Portal as a Challenge for Principals/HoS.....	39
Table 3.16:	Vidyanjali Portal Training as a Challenge for School Vidyanjali In-charges	41
Table 3.17 :	Training of Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	41
Table 3.18 :	Lack of Proper Vidyanjali Portal Training as a Challenge for CRCCs	43
Table 3.19 :	Lack of Proper Training of Vidyanjali Portal as a Challenge for CRCCs	43
Table 3.20 :	Transfer Issue as a Challenge for Principals /HoS	45
Table 3.21:	Transfer Issue as a Challenge for School Vidyanjali In-charges.....	46
Table 3.22 :	Lack of Coordination with Stakeholders as a Challenge for Principals/HoS	47
Table 3.23:	Lack of Coordination in Meeting Activities as a Challenge for of Principals / HoS ...	48
Table 3.24 :	Duration of Interaction of Principals/HoS with School Vidyanjali In-charge about Vidyanjali Programme	48

Table 3.25: Lack of Coordination with Stakeholders as a Challenge for School Vidyanjali In-charges	50
Table 3.26 : Lack of Coordination in Meeting Activities as a Challenge for School Vidyanjali In-charges	50
Table 3.27: Duration of Interaction of School Vidyanjali In-charge with Principals/HoS about Vidyanjali Programme.....	51
Table 3.28: Lack of Coordination with Stakeholders as a Challenge for CRCCs	52
Table 3.29 : Communication Gap between the Stakeholders as a Challenge for Principals/HoS	54
Table 3.30 : Communication Gap between the Stakeholders as a Challenge for School Vidyanjali In-charges	55
Table 3.31: Communication Gap between the Stakeholders as a Challenge for CRCC	57
Table 3.32: Lack of Awareness about Vidyanjali Portal as a Challenge for Principals /HoS.....	58
Table 3.33: Lack of Awareness about Vidyanjali Portal as a Challenge for Principals /HoS.....	58
Table 3.34: Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	59
Table 3.35: Status of Lack of Awareness about Vidyanjali Portal of School Vidyanjali In-charges	60
Table 3.36 : Login Related Issues on Vidyanjali Portal as a Challenge for Principals/HoS	61
Table 3.37: Duration of Login to the Vidyanjali Portal of Principals/HoS	61
Table 3.38: Login Related Issues on Vidyanjali Portal as a Challenge for School Vidyanjali In-charges	62
Table 3.39 : Duration of Login to the Vidyanjali Portal of School Vidyanjali In-charges.....	63
Table 3.43 : Miscellaneous issues as a Challenge for School Vidyanjali In-charges.....	65
Table 3.44 : Miscellaneous Issues as a challenge as perceived by CRCC	66



ABBREVIATIONS

- **CBSE** – Central Board of Secondary Education
- **CRCCs** – Cluster Resource Centre Coordinators
- **CWSN** – Children With Special Needs
- **DIETs** – District Institute of Education and Training
- **EVS** – Environmental Studies
- **HoS** – Heads of Schools
- **ICT** – Information and Communication Technology
- **MoE, GoI** – Ministry of Education, Government of India
- **NCERT** – National Council of Educational Research and Training
- **NEP** – National Education Policy
- **NRIs** – Non-Resident Indians
- **NSDC** – National Skill Development Corporation
- **PIOs** – Persons of Indian Origin
- **SCERT** – State Council of Educational Research and Training
- **SDG 4** – Sustainable Development Goal 4
- **UDISE** – Unified District Information System for Education

Acknowledgements

We wish to express our profound gratitude and sincere appreciation to the many individuals and institutions whose support, scholarly guidance, and cooperation were instrumental in the successful completion of this research study, entitled “**Vidyanjali in Delhi Schools: A Study on Programme Perception and Implementation Challenges.**” This inquiry into the volunteer-driven school development model in the National Capital Territory has been a rigorous academic journey made possible through collective effort.

First and foremost, we extend our deepest gratitude to the **Worthy Director, SCERT Delhi, Joint Director and Experts from different institutions** for their unwavering mentorship and intellectual oversight. Their comprehensive understanding of the **National Education Policy (NEP) 2020** and the strategic framework of **Vidyanjali** provided the necessary clarity for this study. We are particularly grateful for their critical feedback during the research design and data analysis phases, which ensured the academic rigor and thematic depth of this work.

We formally indebted to the **Directorate of Education (DoE), Government of NCT of Delhi**, and the relevant **municipal authorities** for granting the requisite permissions to conduct this field study. Our sincere thanks go to the **District and Zonal Deputy Director (Education) Officers** for their transparency and for providing the administrative data essential to mapping the program's reach across Delhi's diverse school landscape.

We wish to record our sincere appreciation for the **Heads of Schools (HoS)** and the **School Vidyanjali In-charges** of the participating institutions. Despite their significant pedagogical and administrative responsibilities, they generously provided their time for providing desired information. Their first-hand accounts regarding the **implementation challenges**—specifically concerning the vetting of volunteers, the technicalities of the Vidyanjali web portal, and the alignment of community contributions with the school curriculum—offered the critical empirical evidence that forms the core of this research.

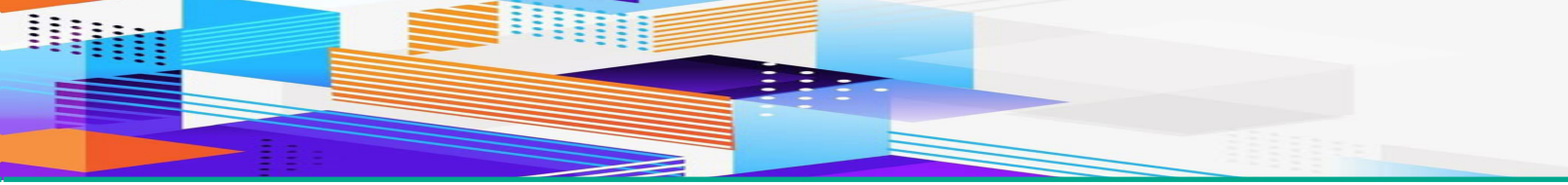
Furthermore, we acknowledge the **volunteers, DURCC, CRCC, DIET Faculty and community stakeholders** who shared their perceptions regarding the ease of engagement and their motivations for contributing to the school ecosystem. Their insights into the sustainability of the volunteer model in an urban context have been invaluable.

Finally, we acknowledge the **Ministry of Education, Government of India**, for the Vidyanjali initiative. It is our hope that the findings of this study contribute meaningfully to the discourse on school-community partnerships and assist in refining the implementation strategies of the program to better serve the students of Delhi.

Dr. Manisha Taneja

State Nodal Officer, Vidyanjali

Assistant Professor, Curriculum and Pedagogy (Sanskrit), SCERT, Delhi



Executive Summary

The Vidyanjali Programme is a national initiative of the Department of School Education and Literacy, Ministry of Education, Government of India, launched in September 2021 with the objective of strengthening community participation in school education. The programme seeks to improve the quality of schooling by enabling collaboration among schools, parents, alumni, professionals, civil society organizations, and volunteers through a dedicated digital platform. In Delhi, the programme was implemented from February 2022, and all Government and Government-aided schools were onboarded on the Vidyanjali portal.

Despite near-universal registration and several successful initiatives, it has been observed that the benefits of the Vidyanjali Programme are not being realized uniformly across all schools. While some schools actively engage volunteers and conduct meaningful activities, many others show limited participation and underutilization of the programme's potential. Given that Vidyanjali is a relatively new initiative and systematic research on its implementation remains limited, there was a strong need to study how key stakeholders perceive the programme and what challenges they face during its implementation.

The present study was undertaken by the State Council of Educational Research and Training (SCERT), Delhi, as part of its academic research mandate. The study builds upon earlier exploratory work, including a case study conducted on a high-performing Sarvodaya Vidyalaya that reported overwhelmingly positive stakeholder feedback. However, since earlier research was limited in scope, the current study aimed to generate broader, system-level insights covering schools across all districts of Delhi.

The main objectives of the study were twofold: first, to examine the perceptions of Principals/ Heads of Schools (HoS), School Vidyanjali In-charges, and Cluster Resource Centre Coordinators (CRCCs) towards the Vidyanjali Programme; and second, to identify the challenges faced by these stakeholders in implementing the programme effectively at the school and cluster levels.

A survey research design was adopted to achieve these objectives. The population of the study comprised approximately 3000 Government and Government-aided schools across Delhi. The key stakeholders included Principals/HoS, who are responsible for school administration; School Vidyanjali In-charges, who coordinate programme activities at the school level; and CRCCs, who serve as a link between schools and the state-level administration.

To collect data, six structured tools were specially designed for each stakeholder group. Three perception scales and three inventories developed regarding challenges faced by each stakeholder group. The perception scales focused were on four major areas: the quality of education, collaboration with different agencies, academic and professional support, and overall implementation of the Vidyanjali Programme. The inventories regarding challenges addressed



practical and operational issues such as lack of training on the Vidyanjali portal, coordination and communication gaps, workload and multiple responsibilities, transfer-related issues, technical and login problems, and general awareness about the programme.

The tools were developed through a systematic and rigorous process involving planning, construction, and validation. Brainstorming workshops were conducted at SCERT Delhi with Vidyanjali team members from all DIETs to identify key domains and frame relevant items. This was followed by stakeholder consultations, pre-try out and try-out phases across districts, and expert validation to ensure clarity, relevance, and reliability of the tools.

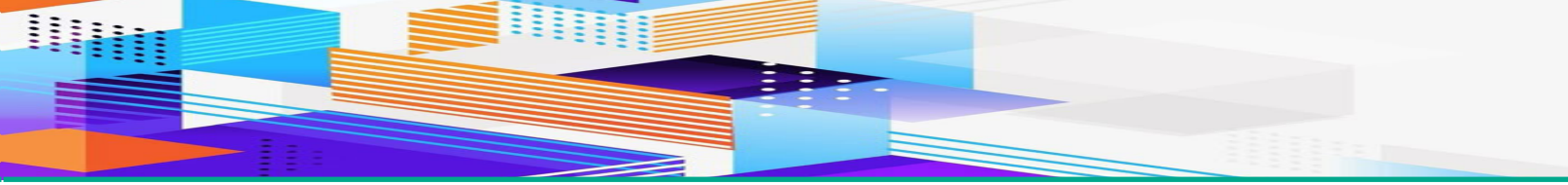
Data collection was carried out through online Google Forms after obtaining necessary administrative approvals. The tools were disseminated through District Deputy Directors of Education to all concerned schools. A substantial number of responses were received from across Delhi, ensuring wide representation of districts and stakeholder Domain/Dimensions. Data were collected separately for perception scales and inventories regarding challenges from Principals/HoS, School Vidyanjali In-charges, and CRCCs.

The data were analyzed using simple percentage analysis and graphical representations such as bar graphs, in alignment with the nature of the study. The analysis provided a comprehensive overview of stakeholder perceptions and highlighted common patterns and concerns related to programme implementation

The findings indicate that stakeholders largely view the Vidyanjali Programme as a valuable and meaningful initiative with strong potential to enhance school education through community involvement. Many respondents acknowledged its role in improving learning experiences, strengthening school-community relationships, and providing academic and professional support to schools. At the same time, the study revealed several challenges that hinder effective implementation. These include insufficient training on the Vidyanjali portal, coordination and communication gaps between stakeholders, heavy workload and multiple administrative responsibilities, technical difficulties, and limited awareness among some school-level functionaries.

The study underscores the need for targeted capacity-building programmes, clearer communication mechanisms, improved technical support, and stronger coordination at school, cluster, and district levels. Addressing these challenges can significantly enhance stakeholder engagement and ensure more consistent and effective implementation of the Vidyanjali Programme across all schools.

In conclusion, this study provides valuable evidence-based insights into the functioning of the Vidyanjali Programme in Delhi. It offers a strong foundation for policy refinement, administrative decision-making, and future planning. The findings can guide strategic interventions to strengthen community participation, improve implementation mechanisms, and maximize the programme's impact on school education in Delhi



CHAPTER- 1

Introduction

1.1 Background and Conceptualisation of the Programme

Education is widely recognised as a fundamental driver of national development and social equity. It plays a pivotal role in fostering human capital, promoting economic growth, and strengthening democratic participation. A nation progresses on the path of development by educating its citizens; therefore, ensuring equitable access to quality education remains a central priority for governments worldwide. Recognizing this, the Government of India has declared education a right for all through the enactment of the Right of Children to Free and Compulsory Education Act, 2009, which significantly expanded school enrolment across the country.

While increased access marks an important milestone, the contemporary educational discourse has shifted from mere enrolment to the provision of inclusive and quality education. Providing quality education for everyone has long been a cherished national goal, requiring the systematic development of both human and material resources. This includes strengthening school infrastructure, enhancing teacher capacity, and mobilising community support to create enabling learning environments. Multiple strategies are being implemented to ensure the availability of essential facilities, including qualified teachers and support staff in schools.

The National Education Policy (NEP) 2020, developed after extensive nationwide consultations, emphasizes the involvement of people and communities in achieving educational objectives and the Sustainable Development Goal 4 (SDG 4), which advocates inclusive and equitable quality education for all. NEP 2020 promotes volunteerism as a mechanism to support schools in their efforts to deliver meaningful learning experiences. The policy recognises that education is a shared societal responsibility and that active community engagement can significantly enhance school effectiveness, accountability, and resource availability.

Building on these principles, the Department of School Education and Literacy, Ministry of Education, conceptualised a structured volunteer management initiative known as Vidyanjali to promote community and voluntary participation in improving the quality of school education. The programme represents a strategic effort to institutionalise school–community partnerships by creating formal avenues for public contribution to the education system. Vidyanjali enables Indian citizens, Non-Resident Indians (NRIs), Persons of Indian Origin (PIOs), and registered organisations to participate in school-based activities and contribute voluntary services to government and government-aided schools.

Beyond volunteer engagement, the programme also encourages collaborative partnerships between public institutions and private philanthropic organisations to enrich educational experiences and address resource gaps. Through this initiative, the government seeks to leverage social capital, professional



expertise, and community ownership to strengthen the schooling ecosystem and support holistic student development.

1.1.1 National Education Policy (NEP) 2020 and School-Community Engagement

The National Education Policy (NEP) 2020 emphasise the importance of fostering meaningful collaboration between schools and communities to enhance educational quality and learner outcomes. It states that:

“Efforts will be made to involve the community and alumni as volunteers to enhance learning through individual tutoring, conducting literacy teaching and extra support sessions, providing teaching support and guidance to teachers, career guidance and mentoring to students, etc. In this regard, active and healthy senior citizens, alumni of the school, and members of the local community will be duly supported. For this purpose, a database of literate volunteers, retired scientists, government and semi-government employees, alumni, and teachers will be created.”
(Ministry of Education, 2020)

This policy vision reflects a shift from viewing education solely as a governmental responsibility to recognising it as a shared societal endeavour. The proposed school–volunteer partnership is expected to strengthen educational processes by promoting community ownership and school accountability. When community members actively participate to contribute towards through services, expertise, or material support, they are more likely to develop a sustained interest in the functioning and progress of particular institutions.

Such engagement not only enhances resource availability but also fosters transparency and responsiveness within schools. In turn, schools become more accountable for the educational experiences they provide and for the effective use of the resources entrusted to them. This reciprocal relationship contributes to building trust between schools and the communities they serve, thereby supporting long-term educational development.

Instead of being seen just as beneficiaries, community stakeholders become partners in the educational process, strengthening participatory governance in schools. Making sure students have access to sufficient learning resources, support systems, and opportunities is therefore a shared responsibility of both schools and society.

1.1.2 Provisions in the National Education Policy (NEP) 2020

The National Education Policy 2020 seeks to bring about transformational change across all levels of education in India through the active participation of communities, civil society, and the private sector. The policy consistently emphasizes voluntary participation as a way to strengthen foundational learning, enhance student wellbeing, and support institutional growth. Together, these provisions highlight the policy’s dedication to participatory and inclusive educational governance.

NEP 2020 suggests that if every literate member of the community commits to teaching at least one learner, the country could witness rapid progress toward achieving universal foundational



literacy and numeracy. States are encouraged to develop innovative models that promote peer learning and volunteerism to support this nationwide goal (NEP, Para 2.7). This approach positions community participation as a key player for closing ongoing learning gaps, especially at the elementary level.

The policy further recognises that children cannot learn effectively when they face malnutrition or poor health. Therefore, it calls for better nutrition, healthcare, and mental health support through the involvement of trained social workers, counselors, and community stakeholders (NEP, Para 2.9). By integrating social support systems with schools, the policy takes a holistic approach to education that goes beyond just academic instruction.

Additionally, NEP 2020 emphasizes the importance of involving alumni, senior citizens, and local community members as volunteers to offer tutoring, literacy instruction, mentoring, career guidance, and teaching support. To support this effort, the development of a structured database of literate volunteers and professionals has been suggested (NEP, Para 3.7). Such institutional mechanisms demonstrate a conscious effort to formalize community participation rather than depend on sporadic or informal contributions.

Taken together, these provisions show that NEP 2020 views community engagement not as an extra effort but as a key part of educational reform. This policy approach lays the groundwork for programs like Vidyanjali, which put these principles by creating structured pathways for the public involvement in school education.

1.2 What is Vidyanjali Programme

The term *Vidyanjali* is derived from two Sanskrit words: *Vidya*, meaning “correct knowledge” or “clarity”, and *Anjali*, meaning an “offering made with both hands.” Conceptually, the term symbolises the offering of knowledge and service to strengthen the educational ecosystem. The Vidyanjali programme was launched in September 2021 as an initiative of the Department of School Education and Literacy, Ministry of Education, Government of India. The program implements the community participation vision outlined in the National Education Policy 2020 by establishing structured volunteer involvement in school education.

The primary objective of Vidyanjali is to strengthen government and government-aided schools through active participation from the community and the private sector. It aims to promote the holistic development of learners and help transform the broader educational landscape. Instead of functioning as a standalone scheme, Vidyanjali acts as a supportive platform that connects schools with individuals and organisations willing to contribute expertise, services, or material resources.

The program uses a digital web portal that allows alumni, current and retired teachers, professionals, scientists, armed forces personnel, homemakers, Non-Resident Indians (NRIs), and registered organisations to voluntarily support schools across India in terms of assets or materials or by sharing their knowledge and skills in curricular, co-curricular, and extra-curricular activities. This initiative improves transparency, accessibility, and reach in volunteer involvement.



Volunteer contributions are broadly categorised into two domains:

1. Service/Activity
2. Assets/Material/Equipment

This dual structure allows the programme to address both pedagogical enrichment and infrastructural strengthening, thereby supporting comprehensive school development.



Figure 1.1 : Eligibility of a Volunteer for the part of Vidyanjali

1.2.1 New Features of Vidyanjali Portal

The revamped Vidyanjali portal includes several features designed to improve usability, transparency, and administrative efficiency. These technological improvements illustrate a move toward more systematic and accountable volunteer management.

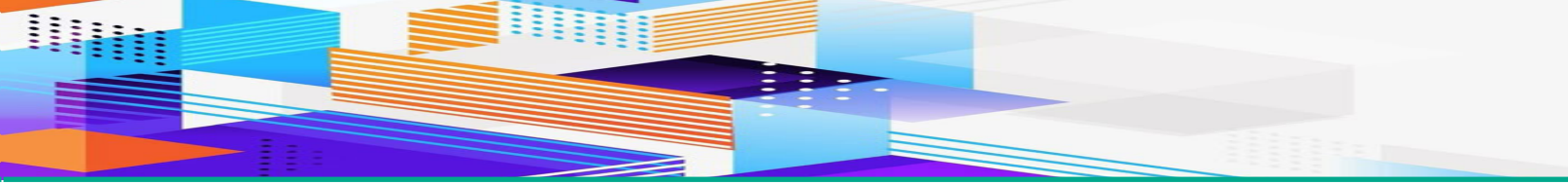
The key highlights are as follows:

1. Simplified Registration Process:

- a. **For Individuals:** The registration process for individuals is now simple and easy. You can register using an email address or a mobile number.
- b. **For CSR:** CSR registration now only requires the CSR registration number and PAN number, making the onboarding process simpler.

2. User-Friendly Log-in Experience: Volunteers and schools now benefit from an improved login process, providing a seamless experience from the moment they access the platform.

3. Effortless School Registration: A new mobile number update link outside the log-in page makes it easier to update information, simplifying the school registration process. Schools can now log in through U-DISE, providing quick access to essential details for faster login.

- 
4. **Simplified Request Processes for Schools:** Time-based seeding through Clock has been removed, making the request process for activities and assets more straightforward for schools. Closing raised requests is now a simplified process, enhancing overall efficiency.
 5. **Offline Activity Upload for Remote Areas:** Schools in areas with limited internet access can now upload offline activities, promoting inclusivity.
 6. **Dedicated CSR Module:** A dedicated CSR tab makes registration, logging in, and participating in live projects easy, with tracking features.
 7. **Badge System for Volunteers:** Volunteers now receive a badge system that rewards them for the number of activities they complete.
 8. **Accessible Digital Certificates:** Digital certificates for volunteers are now readily available for download, acknowledging and valuing their contributions.
 9. **Thematic Area Display for Volunteer Participation:** The number of ongoing activities in each domain or thematic area is displayed, allowing volunteers to participate based on their interests.
 10. **Improved Website Navigation and Performance:** The website now offers easy navigation and better performance, including faster speeds.
 11. **Enhanced Rating System and Testimonials:** A revamped rating system highlights Schools and Volunteers, while testimonials and social media posts are combined into one showcase.
 12. **Efficient Data Management for Administrators:** National Administrators, State Nodal Officers, and District Nodal Officers can now independently download detailed lists of onboarded schools as well as not onboarded schools, categorized by management (private and government), state, district, and block, etc.

1.2.2 Structure of Vidyanjali Programme

The Vidyanjali programme follows a multi-tier governance structure at the state, district, and school levels for effective implementation. This decentralised administrative framework ensures coordination, monitoring, and contextual responsiveness across regions. The below structure has been established for the smooth functioning of the Vidyanjali program in Delhi. This structure of the Vidyanjali District level team applies to all 13 districts of Delhi, namely North East, East, Central, North, New Delhi, West A, West B, South, South West A, South West B, South-East, North-West A, and North West B.

1. State Level Vidyanjali Team

- 1.1. State Nodal Officer (Faculty)
- 1.2. State Vidyanjali Team (Faculty/Block Resource Person/CRCC)

2. District Level Vidyanjali Team

- 2.1. At DIET Level
 - 2.1.1. District Nodal Officer (DIET Principal/Faculty)
 - 2.1.2. District Coordinator (Faculty)
 - 2.1.3. Outreach Programme In-charge (Faculty)
 - 2.1.4. Social media In-charge (Faculty)

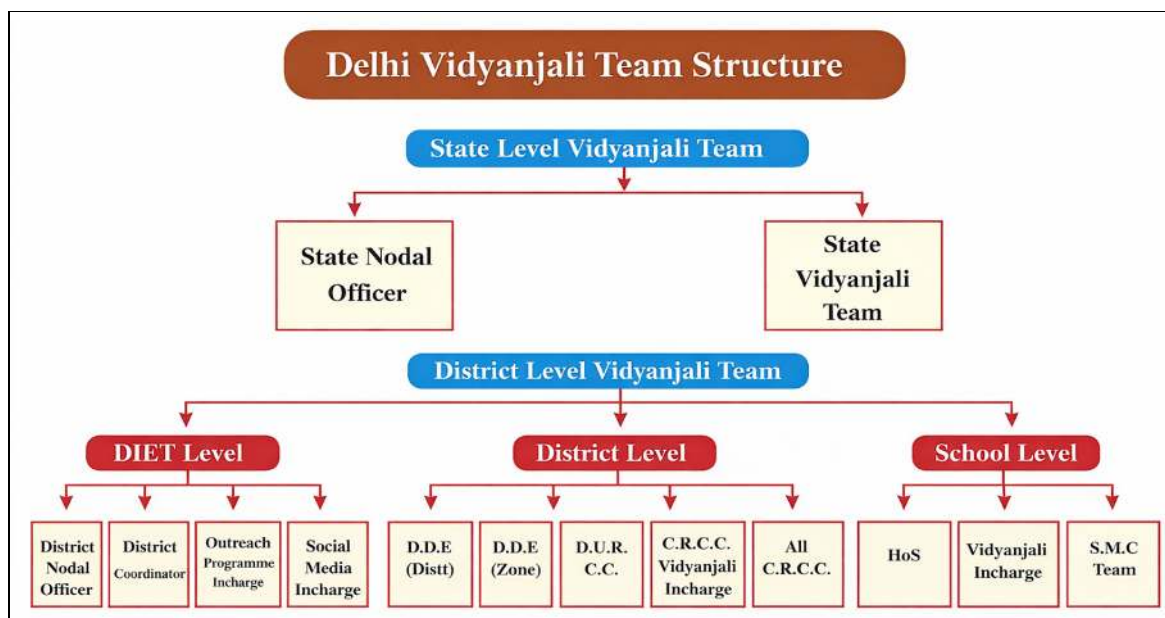


Figure 1.2 : Delhi Vidyanjali Team Structure

2.2. At the District Level

- 2.2.1. Deputy Director of Education, District
- 2.2.2. Deputy Director of Education, Zone
- 2.2.3. District Urban Resource Cluster Coordinator
- 2.2.4. Cluster Resource Centre Coordinator Vidyanjali In-charge
- 2.2.5. All CRCCs

2.3. At the School Level

- 2.3.1. Principal/Head of the School
- 2.3.2. School Vidyanjali In-charge (Teacher)
- 2.3.3. School Management Committee Team

1.2.3 Process of Registration on Vidyanjali Portal

The Vidyanjali portal serves as the main platform (<https://vidyanjali.education.gov.in/>) for registration and coordination. Volunteers can register either as individuals (*see 1.2.3.1 for volunteers registration process*) or on behalf of organizations (*see 1.2.3.2 for school registration process*) and offer services or material support. Schools with a valid UDISE code are eligible to register and submit their specific needs. Volunteers may sign up on the portal and contribute mainly in two Domain/Dimensions:

1. Service/Activity which includes
 - a. Generic level Activities
 - b. Sponsorship Activities
2. Assets/Material/ Equipment

1.2.3.1 Volunteer Registration

Volunteers' support for school Service/Activity shall strengthen and enrich the implementation of co-scholastic Services/Activities. Volunteers can bring diverse talents and skills, adding value to the Service/Activities within the learning process at school. The steps for volunteer registration are listed below:

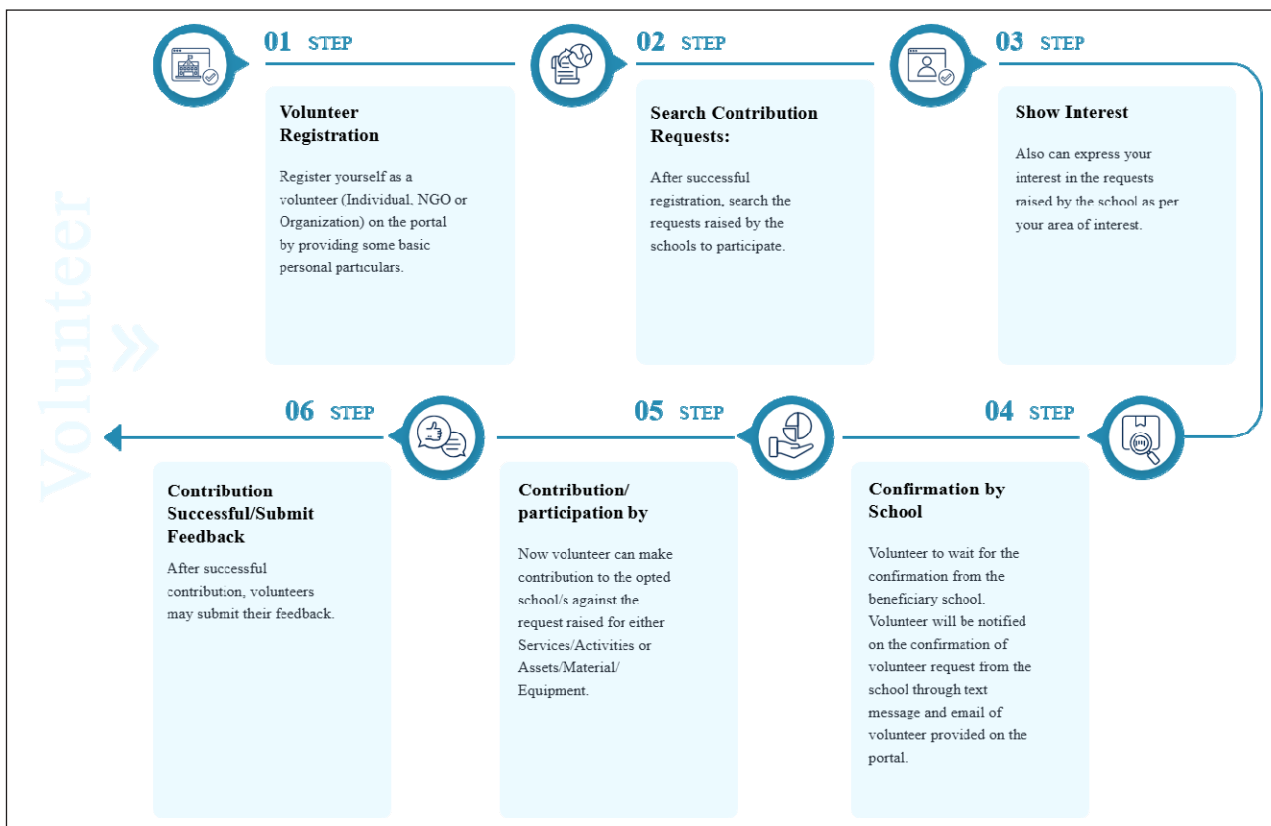


Figure 1.3 : Registration Process of a Volunteer on the Vidyanjali Portal

1.2.3.2 School Registration

School infrastructure provides a suitable environment for students to support their education. It is essential for ensuring access to education. Upgrading and maintaining infrastructure requires consistent capital investments. Volunteers can enhance school infrastructure by providing necessary assets, materials, and equipment based on the school's needs. The participatory model functions on a demand–response system, where schools express their needs and volunteers respond according to their skills or capacity. This organized interaction promotes alignment between institutional requirements and community contributions. Before starting the school registration process (*see below fig 1.5*), it is important to ensure that the school has a UDISE code, which is mandatory for registration on the portal.



Figure 1.4 : School registration process on Vidyanjali portal

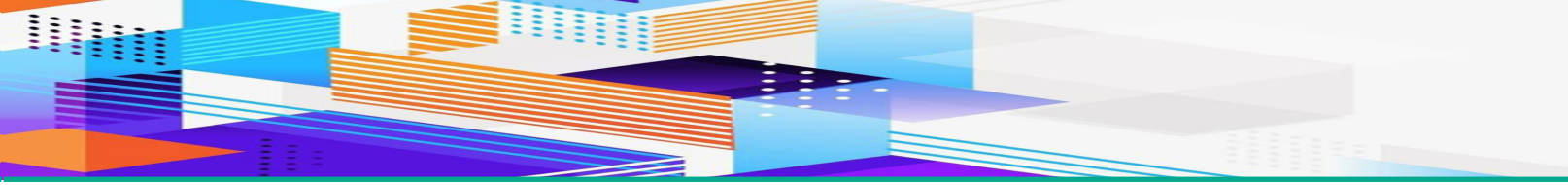
1.2.4 Nature of Services and Contributions

Volunteer contributions under Vidyanjali are designed to support both academic and developmental dimensions of schooling.

1.2.4.1 Generic Services and Academic Enrichment

The list of generic level services and activities for volunteer contribution is as follows:

- 1. Subject Assistance** includes English, Hindi, EVS, Science, Social Sciences, Mathematics, and all languages, including local and regional languages or mother tongue, taught up to elementary school education (Foundational, Preparatory, Middle level, Nursery to Class 8). Assistance may also be provided for all subjects offered at the secondary level (Classes 9-12) in Science, Arts, and Commerce. Volunteers with adequate knowledge of the relevant subjects can be identified to help schools in those subjects.
- 2. Teaching Art and Craft** can include both visual and performing arts. It involves demonstrating and engaging children in arts and craft-based activities such as toys, clay modeling, puppetry, puppet shows, and puppet making, depending on available resources in different localities. Emphasis may be placed on local or state crafts, dance, song, festivals, drama, and other cultural expressions that reflect local traditions.
- 3. Teaching Yoga/Sports** engaging children in age-appropriate yoga and sports activities. Students may be allowed to choose sports based on their locality and preferences. Both indoor and outdoor sports and games should be encouraged.
- 4. Teaching Languages:** Storytellers, actors, and theatre experts who can inspire and engage children in creating stories and drama in the local language to boost their imagination, as



well as teaching and learning Braille, Indian sign language, and alternative augmentative communication. Focus should be on developing creativity and communication skills through both written and spoken methods. Any other pedagogically appropriate activities that support language skill development, such as reading and writing, should also be permitted.

5. **Teaching Vocational Skills** - Volunteers may be allowed to deliver short-term vocational programs for the development of skills identified by the National Skill Development Corporation (NSDC) and that learners express interest in. Development of skills in vocations with potential for local employment should also be promoted. Efforts should also focus on preserving traditional, rare, or disappearing skills that are unique to specific families and are not being passed down to the next generation.
6. **Assistance for Divyang students** includes remediation therapies such as speech therapy, physiotherapy, occupational therapy, and other support provided by specialist doctors.
7. **Adult Education** - School premises may be used after regular school hours to conduct adult education programs. Promotional activities should be carried out in school clusters to encourage illiterate adults to participate in such programs. Special attention should be given to include women and other marginalised groups in the adult education programs. ICT labs in schools could be meaningfully used to develop ICT literacy and other ICT-related skills among students, teachers, parents, and village youth.
8. **Preparing storybooks with children** - Organizing workshops that involve students in creating collaborative storybooks and comic or graphic novels.
9. **Mentoring students for career counseling** -Professional guidance for admissions into higher education institutions, etc.
10. **Support for Preparation for Entrance Examinations and Competitions** - Academic support and guidance in preparation for various entrance exams. Assistance with preparation for competitions in Art, Sports, Technology, Olympiads, and more.
11. **Mentoring Gifted and Talented Children** - Providing enrichment, guidance, and supplementary materials to gifted and talented children: one-on-one tutoring, mentoring across various extracurricular fields, career guidance for gifted and talented children, and assistance in identifying gifted children from underprivileged backgrounds.
12. **Nutritional Support for Children** - Providing nutritional assistance to children with acute malnutrition (high risk) in schools. Providing additional nutritional support alongside Mid-Day Meals.

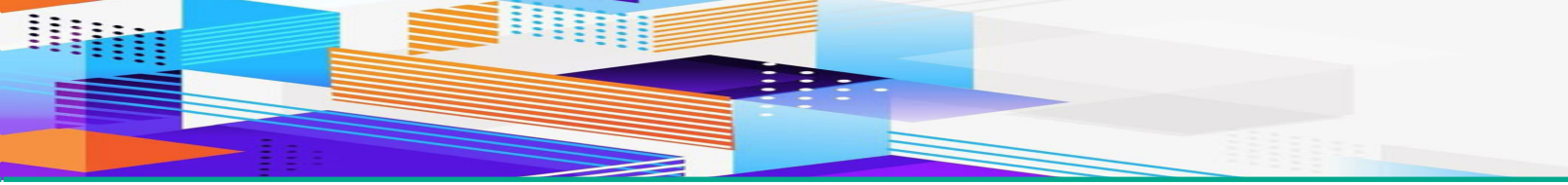
1.2.4.2 Sponsorship-Based Services

1. **Sponsoring trained counselors and special educators:** After identifying professional needs at the school level, a schedule should be prepared, displayed, and shared with community members so that stakeholders can access need-based services. Consideration of safety, privacy, and ethical aspects when addressing students' socio-psychological issues should be handled carefully.
2. **Sponsoring trained counselors for psychological support, mental health, and wellbeing** services provided by counselors trained by NCERT, CBSE, and school boards, among others, can be used for conducting aptitude tests, offering career guidance, and providing counseling services.

- 
3. **Special Classes by Experts:** Career mela, lectures from professionals in various fields may be organized with active support from volunteers, the community, and alumni.
 4. **Sponsoring Medical Camps by Doctors:** Regular camps to address malnutrition; eye and dental check-up camps can be organized. Special camps may be arranged by inviting female doctors or gynaecologists to advise adolescent girl students on maintaining good health, hygiene, and balanced diets.
 5. **Sponsoring for Participation in Sports and Cultural Events:** Individual students or groups may be sponsored to participate in state, national, or international level sports and cultural events. However, such students should also be accompanied by a permanent school teacher during these tours. Sports coaches may also be sponsored. Additionally, sports equipment, including uniforms, shoes, and hostel facilities (boarding and lodging in sports hostels), may be sponsored.
 6. **Sponsoring for Health and Cleanliness Resources:** Resources can include cleaning tools such as vacuum cleaners, gardening equipment (like grass cutters or machines), disinfectants, and sanitizer liquids, which can also be donated to the school.
 7. **Sponsoring additional manpower** for housekeeping for at least one academic session.
 8. **Sponsoring Special Remedial Classes for Students by Qualified Teachers:** Special remedial classes for needy students conducted by qualified teachers may be scheduled during summer/winter breaks, on weekends, or after school hours. However, such volunteer-led or expert-led remedial classes can only take place in the presence of some parents or a permanent school teacher.
 9. **Sponsoring CWSN Identification Camps:** Specialized school experts may be sponsored who can interact with and observe young children closely in order to identify signs of special needs or learning disabilities for immediate intervention and support in their education.
 10. **Sponsoring Self-Defense Training for Girls:** Age-appropriate self-defense training can be provided to girls under the supervision of a school teacher and trained personnel. Experts from local police stations, military or paramilitary forces, retired defense personnel, NCC and NSS cadets, and private security service providers may be involved in conducting self-defense sessions for girls, including demonstrations and practice, with appropriate safety precautions.
 11. **Sponsoring School Nutrition Garden:** Supporting various tools for developing the School Nutrition (Kitchen) garden, such as drip irrigation kits, sprinklers, saplings/plants, seeds, chemicals/fertilizers, watering cans, gardening forks, flowerpots, gardening gloves, plant pots, pump motors, and pipelines.

1.2.4.3 Assets and Infrastructure Support

- Basic Civil & Electrical Infrastructure
- Co-Curricular & Sports Material
- Digital Infrastructure
- Classroom Needs
- Health & Safety Aids
- Residential School Items
- Maintenance & Repairs
- Hygiene, Sanitation & Ration Kits

- 
- Tool Kits
 - Stationery Material

Such infrastructural augmentation complements pedagogical support by creating conducive learning environments.

1.2.5 Stakeholders of Vidyanjali

A stakeholder is any individual, group, or organization with an interest in or influenced by the program's outcomes. In the context of Vidyanjali, stakeholder engagement is central to programme effectiveness. The two types of stakeholders in the Vidyanjali program are as follows:

- 1. Internal Stakeholders:** The individuals or groups responsible for managing the initiative, such as the State Nodal Officer, District Nodal Officer, District Coordinator, Outreach In-charge, Social Media In-charge from DIETs, Deputy Director of Education, DURCC, and CRCC.
- 2. External Stakeholders:** The individuals who aren't directly involved with the programme but are affected by its activities, such as school administration, teachers, students, parents, and volunteers.

1.2.6 Importance of Vidyanjali Programme

The significance of Vidyanjali must be understood within the broader reform framework of NEP 2020. The programme contributes to educational quality enhancement by mobilising community expertise, improving resource availability, and fostering collaborative governance.

Specifically, Vidyanjali:

- Supports improvement in teaching-learning processes through academic enrichment.
- Facilitates professional guidance and mentoring for students.
- Strengthens partnerships between educational institutions and civil society organisations.
- Promotes shared responsibility to achieve equitable and quality education and teacher training programs.

By institutionalising structured volunteer participation, Vidyanjali represents a practical mechanism for translating policy aspirations of community engagement into operational reality.

1.3 Background and Rationale of the Study

The Vidyanjali programme is currently being implemented in government and government-aided schools across India, with all schools in Delhi onboarded onto the Vidyanjali portal. This widespread institutional adoption indicates a strong policy commitment to encouraging community participation in school education. Many schools actively engage in programme-related activities aimed at improving educational quality through volunteer support and resource mobilisation. However, programme onboarding does not necessarily lead to effective use, as several schools have yet to conduct meaningful Vidyanjali activities and therefore remain unable to fully benefit from the initiative.

The programme was launched in September 2021 by the Ministry of Education, Government of India, and was later introduced in Delhi in February 2022 following official communication from the Department of School Education and Literacy. The directive emphasised organising state-level workshops with civil society organisations, companies, and community groups to encourage



volunteer participation.

The letter states that, *“A workshop on Vidyanjali may be organized at State level with Civil Society Organizations/ Companies/Societies/Groups etc. and also to involve the parents and other volunteers from the community to participate in the program. It was also proposed to initiate the implementation of the program on pilot basis with a focus on Aspirational Districts by on-boarding at least 100 schools from each district on Vidyanjali portal. Support of volunteers in gifting to schools during the festival of Diwali may be garnered through the Vidyanjali portal”*

It also proposed pilot implementation in aspirational districts by onboarding a minimum number of schools and mobilising community contributions through the portal. These measures reflect an implementation strategy grounded in institutional outreach and stakeholder engagement.

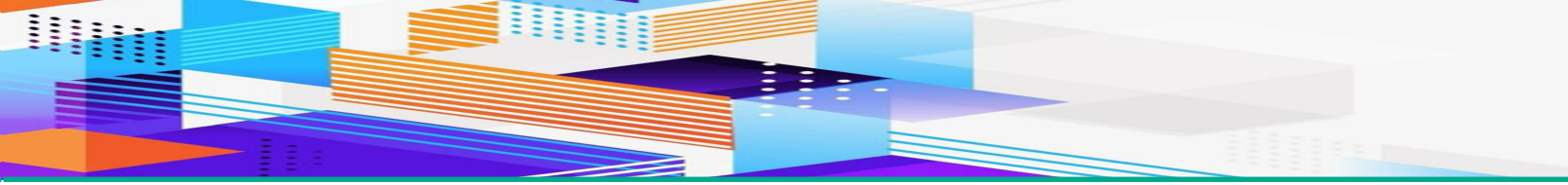
Despite these structured efforts, differences in programme execution across schools highlight the need for a systematic study of stakeholder experiences and operational issues. Understanding how school leaders and programme coordinators perceive the initiative is particularly important, as their involvement directly influences programme effectiveness at the institutional level.

As reported in the research study conducted by Taneja (2024), it was mentioned that a Sarvodaya Vidyalaya stood out as a high-performing example in volunteer registration and activity execution from the inception of the programme. A case study conducted by SCERT, Delhi (Taneja, 2024) examined the school's implementation processes and stakeholder feedback. The study reported overwhelmingly positive responses: all stakeholders supported programme integration, recommended its continuation, and expressed willingness to participate in future activities. Additionally, a large majority of respondents rated the programme highly and indicated readiness to recommend it to others.

The main findings of that study were: 1) 100% of stakeholders supported integrating the Vidyanjali Programme into the school; 2) all stakeholders recommended that the programme should continue in the future; 3) 89.33% of stakeholders rated the programme 10 out of 10; 4) 100% of volunteers, parents, and school staff agreed to recommend the programme to others, while 90% of students fully agreed and 10% partially agreed; 5) all volunteers and the school agreed to participate in the programme continuously. Schools with successful implementation often have strong leadership, ample resources, or community support, which may not reflect the realities of other institutions.

Furthermore, since Vidyanjali is a relatively new initiative, research on its implementation remains limited. Early-stage policy programmes especially need systematic evaluation to identify success factors, barriers, and stakeholder expectations. Without this evidence, it is hard to determine whether the programme is meeting its goals or to suggest ways to enhance its impact.

Therefore, the present study is conceptualised with an aim to collect empirical insights into the perception of key institutional stakeholders, namely Principals/Heads of Schools (HoS), School Vidyanjali In-charges, and Cluster Resource Centre Coordinators (CRCC). These stakeholders



occupy strategic positions within the implementation framework and play a crucial role in facilitating volunteer engagement and programme activities. The study also aims to identify the challenges faced during programme implementation. Recognizing these challenges is crucial for guiding policy updates, enhancing implementation practices, and ensuring that the benefits of community participation are realised across schools. This research was conducted as part of the academic work, thereby supporting evidence-based educational planning and programme development.

1.4 Objectives of the Study

The present study is guided by the following objectives:

- 1) To study the perception of
 - a) Principal / HoS
 - b) School Vidyanjali In-charges
 - c) Cluster Resource Centre Coordinators (CRCC)towards the Vidyanjali Programme.
- 2) To study the challenges faced by
 - a) Principal / HoS
 - b) School Vidyanjali In-charges
 - c) Cluster Resource Centre Coordinators (CRCC)

in the implementation of the Vidyanjali Programme.

By addressing these objectives, the study aims to develop a detailed understanding of programme functioning at the school level and to generate insights that may support more effective stakeholder engagement and implementation strategies.

1.5 Operational Definitions

1. **Principal/ HoS:** It refers to the person responsible for the management, administration, and supervision of all students and teachers in the school. The principal's primary duty is to oversee staff and faculty members.
2. **School Vidyanjali In-charge:** It refers to the person responsible for managing all activities related to Vidyanjali at the school level. The School Vidyanjali In-charge is the grassroot worker for the Vidyanjali program.
3. **Cluster Resource Centre Coordinator (CRCC):** A stakeholder who acts as the link between the school and the state nodal agency, communicating work and discussing orders from the higher authority.

CHAPTER-2

Design Of The Study

This chapter of the study provides an overview of research design and methodology, including a description of data collection tools, their administration, the data analysis method, and the procedures used to report the findings.

2.1 Research Design

The study aimed to investigate the perceptions of Principals/HoS, School Vidyanjali in-charges, and CRCCs regarding the Vidyanjali programme and the challenges they face in its implementation.

In the present study, a descriptive survey design was used to examine stakeholders' perceptions (Principals/HoS, School Vidyanjali in-charges, and CRCCs) and the challenges of implementing the Vidyanjali program. The data was collected from three sources: Principals, In-charges, and CRCCs.

2.1.1 Population

The population for the study comprised of stakeholders including the Principal/HoS, School Vidyanjali In-charge, and CRCC from each district across Delhi. Government and Government-aided schools (N=3000) are registered on the Vidyanjali portal, all these schools were considered part of the study population.

2.1.2 Sample

The Perception Scale and the Challenges Inventory were sent to stakeholders (N = 3000). Valid responses (fully completed forms) to the Perception Scale were received from Principals/HoS (N = 275), School Vidyanjali In-charges (N = 375), and CRCC (N = 137). For the Challenges Inventory, Valid responses (fully completed forms) were obtained from Principals/HoS (N = 342), School Vidyanjali In-charges (N = 401), and CRCC (N = 139).

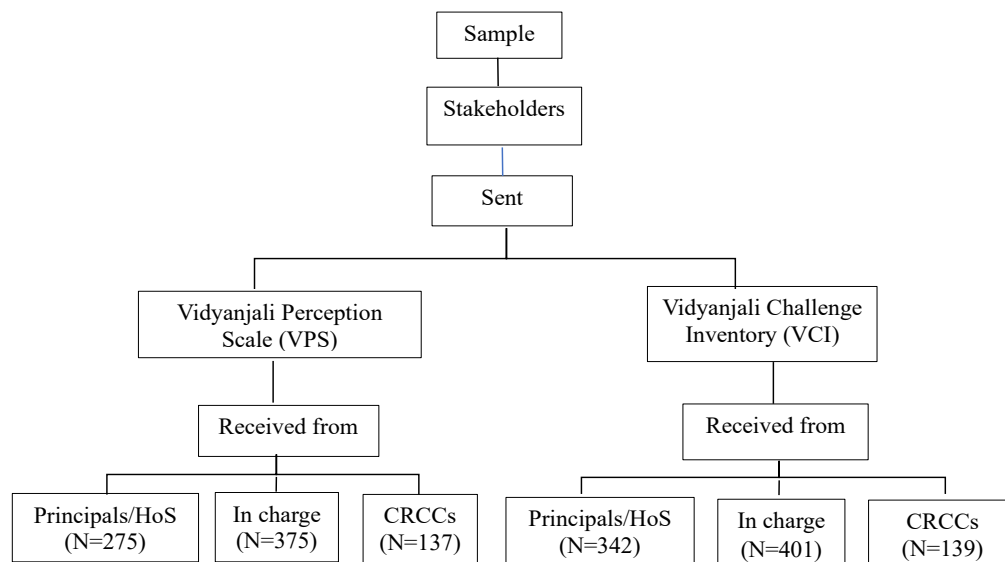


Figure 2.1: Sample description

2.2.3 Tools

To achieve the study's objectives, six tools were used to collect data.

Table 2.1: Details of the Research Tools Developed for Different Stakeholder Groups

S.No.	Tool	For Stakeholders
1.	Vidyanjali Programme Perception Scale	Principal/HoS
2.	Vidyanjali Programme Perception Scale	School Vidyanjali In-charge
3.	Vidyanjali Programme Perception Scale	CRCCs
4.	Vidyanjali Programme Challenges Inventory	Principal/HoS
5.	Vidyanjali Programme Challenges Inventory	School Vidyanjali In-charge
6.	Vidyanjali Programme Challenges Inventory	CRCCs

2.2.3. Stages of Tool Construction

The development of tools was carried out in three stages:

1. Planning Stage
2. Construction Stage
3. Pre-Tryout and Tryout Stage
4. Validation Stage

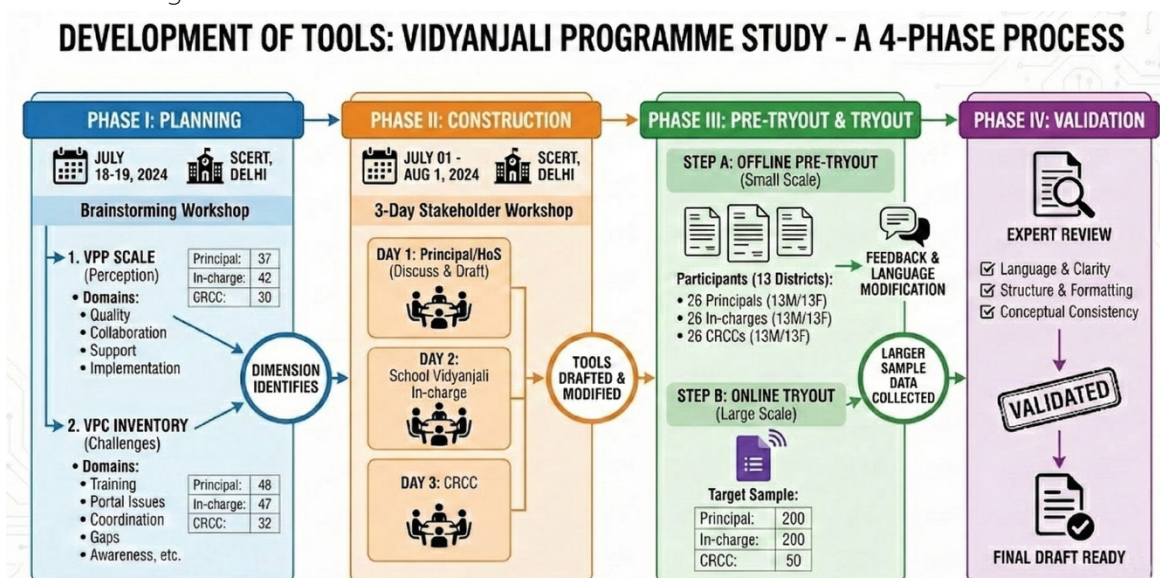


Figure 2.2: Development of Tool

2.2.3.1 Phase- I: Planning

A two-day brainstorming workshop was conducted on 18-19 July 2024 at the State Council of Educational Research and Training (SCERT), Delhi, for discussion on the domains and framing of items based on the pre-determined objectives of the study. Faculty members of the Vidyanjali team from all District Institutes of Education and Training (DIETs) were invited for the same. The predetermined objectives were modified to use them for all the schools, as the objectives were based on the study of only one school.

2.2.3.1.1 Vidyanjali Programme Perception (VPP) Scale

The domains, such as Quality of Education, Collaboration with Different Agencies, Academic and Professional Support, and Perception about Implementation for Vidyanjali Programme Perception Scale, were brainstormed. The number of items under each domain is shown in Table 2.2.

Table 2.2: Distribution of Items Across Domains in the Vidyanjali Programme Perception Scales

S.No.	Domain	For		
		Principal/HoS	Vidyanjali In-charge	CRCC
1.	Quality of Education	11	13	08
2.	Collaboration with Different Agencies	05	09	08
3.	Academic and Professional Support	08	10	06
4.	Perception about Implementation	13	10	08
	Total Items	37	42	30

Each perception scale was structured around the same four domains but adapted to reflect stakeholder-specific roles.

2.2.3.1.2 Vidyanjali Programme Challenges (VPC) Inventory

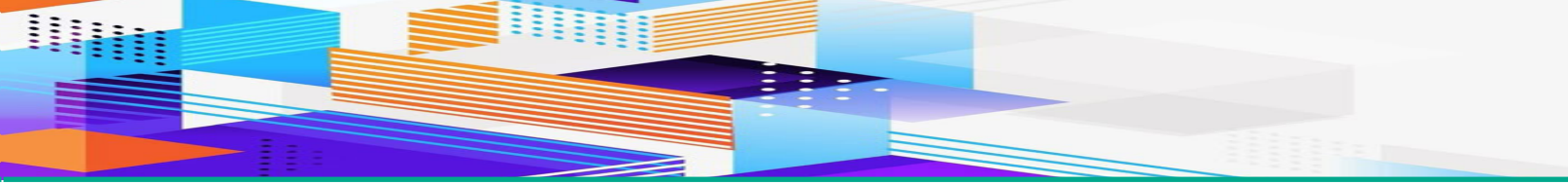
The following domains were identified through brainstorming, presented in Table 2.3.

Table 2.3: Distribution of Items Across Domains in the Vidyanjali Programme Challenges Inventories

S.No.	Domain	For		
		Principal/HoS	School Vidyanjali In-charge	CRCC
1.	Lack of Vidyanjali Portal Training	08	08	08
2.	Transfer Issue	01	01	00
3.	Lack of Coordination	09	09	07
4.	Communication Gap	09	09	04
5.	Lack of Awareness about Vidyanjali Portal	05	05	00
6.	Login Related Issues	04	05	00
7.	Multiple Engagements	12	05	10
8.	Miscellaneous Issues	00	05	03
	Total Items	48	47	32

An inventory to know the challenges faced in the implementation of the Vidyanjali programme was constructed for the Principals/HoS. It contains 48 items categorized into 7 aspects. The different aspects covered in the checklist are: Lack of Vidyanjali Portal Training, Transfer Issue, Lack of Coordination, Communication Gap, Lack of Awareness about Vidyanjali Portal, Login Issues, Multiple Engagements and any other. A list of assets required and availability of teachers has also been asked.

An inventory was created to identify the challenges faced during the implementation of the Vidyanjali program for School Vidyanjali In-charges. It includes 47 items divided into 8 categories. The categories covered in the checklist are: Lack of Vidyanjali Portal Training, Transfer Issues, Lack of



Coordination, Communication Gaps, Lack of Awareness about the Vidyanjali Portal, Login Problems, Multiple Engagements, Miscellaneous Issues, and others.

An inventory to identify challenges faced in implementing the Vidyanjali program was created for the CRCCs. It includes 32 items categorized into five aspects. The different aspects covered in the checklist are: Lack of Vidyanjali Portal Training, Lack of Coordination, Communication Gaps, Multiple Engagements, Miscellaneous Issues, and any other.

2.2.3.2 Phase- II: Construction

A three-day workshop was held from July 30 to August 1, 2024, at SCERT, Delhi, to support stakeholder consultation and refine tool development. The brainstorming phase was reviewed, discussed, and refined based on participant feedback. The same consultative process was used for the other two stakeholder groups. Suggestions were systematically incorporated to improve clarity, relevance, and contextual appropriateness.

Each day was dedicated to one stakeholder group:

- Day 1: Principal/HoS tools (N = 1) and DIET Vidyanjali Team (N=8)
- Day 2: School Vidyanjali In-charge tools (N= 3) and DIET Vidyanjali Team (N=8)
- Day 3: CRCC tools (N=3) and DIET Vidyanjali Team (N=8)

Day 1 was dedicated to the development of the tool for Principals/HoS. Three Heads of Schools along with DIET Vidyanjali Team were invited to participate alongside other stakeholders and subject experts; however, only one Principal attended. The draft items generated during the initial brainstorming phase were presented for review, and detailed feedback and suggestions were obtained from the participating Principal. These inputs were systematically documented and incorporated into the tool revision process.

Day 2 followed a similar process for the School Vidyanjali In-charges. Draft items prepared for this stakeholder group were discussed in detail, and participant feedback was recorded and used to refine the instrument. On Day 3, the same consultative and iterative procedure was undertaken with CRCCs and DIET Vidyanjali team to develop and validate the corresponding tool.

The final set of items for each stakeholder-specific tool was consolidated and refined based on the feedback received across the three days. This participatory and iterative approach ensured contextual relevance, content validity, and stakeholder alignment in the finalized instruments.

2.2.3.3 Phase- III: Pre-try-out

The draft perception scales were administered offline for pre-try out across 13 districts of Delhi. Actual responses received in physical mode during the pre-try-out phase were:

- 17 Principal/HoS
- 20 School Vidyanjali In-charges
- 20 CRCCs

Based on feedback, language modifications and item refinements were made.

Try Out

The revised tools were converted into Google Forms and administered online.



Sampling distribution for try-out:

- 200 Principal/HoS
- 200 School Vidyanjali In-charges
- 50 CRCCs

However, Actual responses received from:

- 113 Principal/HoS
- 176 School Vidyanjali In-charges
- 50 CRCCs

2.2.3.4 Phase- IV: Validation

To ensure that the tools were accurate, clear, relevant, and acceptable, expert opinions were gathered. Each item was reviewed for language, structure, conceptual consistency, and overall usefulness. Based on the feedback received, necessary changes were made, including clarifying statements, removing ambiguous items, adding relevant components, and improvement in formatting as needed. Therefore, the tools were validated through expert review, and the final draft was prepared.

2.2.4. Data Collection Procedure

Data were collected from stakeholders across Government and Government-aided schools in Delhi with prior administrative approval. The State Council of Educational Research and Training (SCERT), Delhi, sent out the Google Form links via email to the District Deputy Directors of Education (DDEs), who further circulated them with schools.

The tools were shared on 24 November 2024. The original deadline of 2 December 2024 was extended to 9 December 2024.

Responses Received

Perception Scale:

- 275 Principal/HoS
- 375 School Vidyanjali In-charges
- 137 CRCCs

Challenges Inventory:

- 342 Principal/HoS
- 401 School Vidyanjali In-charges
- 139 CRCCs

2.2.5. Data Analysis and Reporting

Data were analyzed according to the study's objectives. Descriptive statistics, including percentages, were used to summarize stakeholder responses. Graphs were employed to visually present the findings. Qualitative responses were examined thematically to identify common perceptions and implementation challenges. The analysis aimed to understand stakeholder perspectives and systemic constraints affecting the execution of the Vidyanjali Programme.

Analysis And Interpretation Of Data

This chapter presents the analysis and interpretation of data obtained from the Principals/HoS, School Vidyanjali In-charges, and CRCCs. The aim of the survey is to understand stakeholders' perceptions and the challenges they face in implementing the Vidyanjali program. The numerical data were collected from stakeholders using a 3-point Likert scale for the Vidyanjali Programme Perception (VPP) Scale and the Vidyanjali Programme Challenges (VPC) Inventory. Descriptive statistics, specifically percentage analysis, were applied.

3.1 Scheme of Analysis

A scheme of analysis is provided in Table 3.1. Data has been analysed objective wise.

Table 3.1: Scheme of analysis of data

Section	Analysis
Section 3.1	Objective 1 : To study perception of Principal / HoS , School Vidyanjali In-charge and Cluster Resource Centre Coordinators (CRCC) towards the Vidyanjali Programme
Section 3.2	Objective 2 : To study the challenges faced by Principal / HoS, School Vidyanjali In-charges , Cluster Resource Centre Coordinators (CRCC) in the implementation of the Vidyanjali Programme

3.2 ANALYSIS OF DATA

Objective 1: To study the perception of Principal / HoS, School Vidyanjali In-charge and Cluster Resource Centre Coordinators (CRCC) towards the Vidyanjali Programme.

The analysis of the data related to objective 1 has been presented domain-wise, namely Quality of Education, Collaboration with Different Agencies, Academic and Professional Support, and Perception about Implementation for Vidyanjali Programme.

3.2.1 Quality Of Education

3.2.1.1 Perception of Principals/HoS

Table 3.2 and Figure 3.1 show the responses of Principals/HoS (N = 275) from different schools regarding the Quality of Education.

Table 3.2: Perception of Principal/HoS in terms of Quality of Education

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
1	Vidyanjali programme helps to achieve the stated vision of school.	240 (87.28%)	5 (1.81%)	30 (10.91%)
2	Vidyanjali Programme is helping in grooming school children.	248 (90.18%)	4 (1.46%)	23 (8.36%)
3	Vidyanjali Programme should be an integral part of the school.	206 (74.91%)	13 (4.73%)	56 (20.36%)

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
4	Vidyanjali Programme commenced by Government of India is an appropriate step to bring improvement in schools.	246 (89.45%)	8 (2.91%)	21 (7.64%)
5	My students are benefited from activities carried out under Vidyanjali programme.	234 (85.09%)	9 (3.27%)	32 (11.64%)
6	Assets provided in Vidyanjali programme are in usable condition.	135 (49.09%)	27 (9.82%)	113 (41.09%)
7	In such a short time of one year, it is difficult to say about the utility of Vidyanjali programme.	126 (45.82%)	96 (34.91%)	53 (19.27%)
8	Volunteers' interaction with students is not beneficial.	13 (4.73%)	239 (86.91%)	23 (8.36%)
9	Vidyanjali programme does not help in achieving the stated mission of school.	27 (9.81%)	207 (75.27%)	41 (14.92%)
10	Vidyanjali programme is not beneficial for school.	11 (4%)	236 (85.82%)	28 (10.18%)
11	Equipment donated by volunteers is sub-standard.	39 (14.18%)	88 (32%)	148 (53.82%)

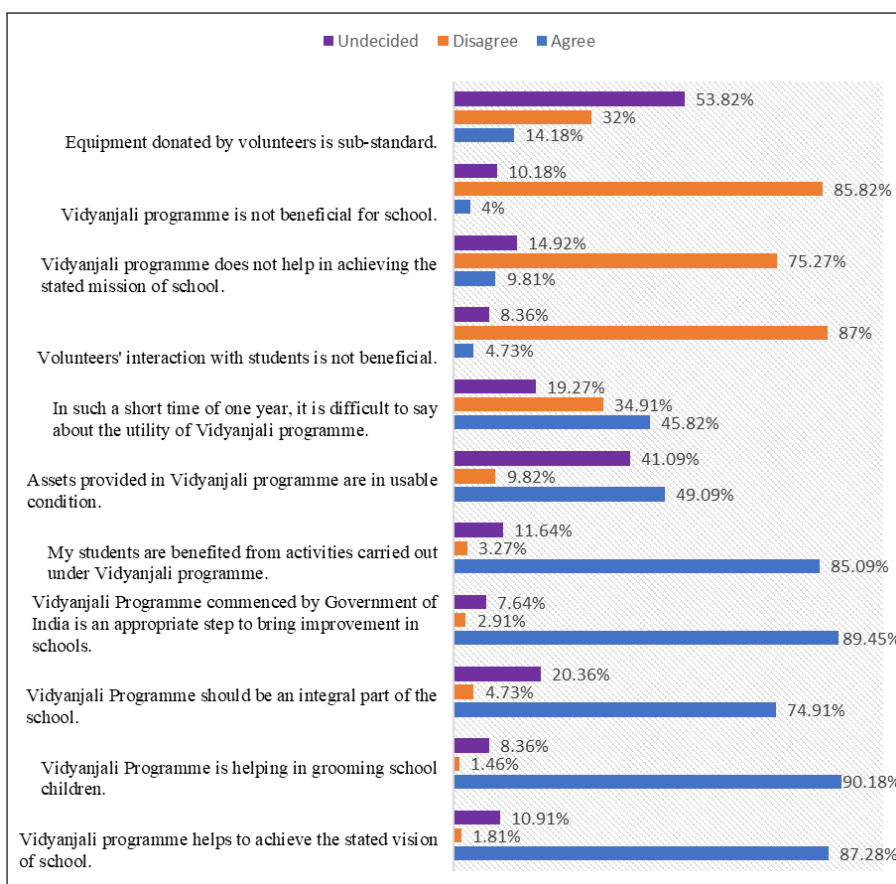


Figure 3.1: Perception of Principal/HoS in terms of Quality of Education

Table 3.2 and Figure 3.1 depict the perception of principals/HoS regarding the quality of education in light of the Vidyanjali program.

The above table indicates that the majority (90.18%) of principals agree that the Vidyanjali Programme helps in grooming school children and achieving the school's stated vision (87.28%). Additionally, 89.45% believe that this Programme, initiated by the Government of India, is an appropriate step toward improving schools. More than a third-fourth (85.09%) of principals affirm that students have benefited from programme activities. Negative views about the programme were largely rejected, with 86.91% disagreeing that volunteer interaction lacks benefit and 85.82% disagreeing that the programme is not advantageous for the school. The data from the table suggests strong acceptance and institutional support for the initiative by the principals and Head of Schools.

However, the above table also highlights areas for improvement related to implementation aspects. Furthermore, less than half (45.82%) of the principals agreed that a one-year timeframe was insufficient to fully assess the program's utility, suggesting that principals perceive Vidyanjali as a long-term intervention whose impact may not be immediately measurable. At the same time, 34.91% of principals disagreed, indicating variability in school contexts, levels of program integration, and possibly the intensity of volunteer involvement.

3.2.1.2 Perception of School Vidyanjali In-charges

Table 3.3 and Figure 3.2 show the responses of School Vidyanjali In-charges (N = 375) from different schools regarding the Quality of Education.

Table 3.3: Perception of School Vidyanjali In-charges in terms of Quality of Education

S. No.	Reactions	Responses of School Vidyanjali In-charges (%)		
		Agree	Disagree	Undecided
1	This programme helps students to achieve their targets.	300 (80.00%)	20 (5.33%)	55 (14.67%)
2	Vidyanjali Programme helps in grooming school children.	339 (90.40%)	5 (1.33%)	31 (8.27%)
3	Vidyanjali Programme commenced by Government of India is a step to bring improvement in schools.	343 (91.46%)	4 (1.06%)	28 (7.46%)
4	Assets provided in Vidyanjali programme are in usable condition.	196 (52.57%)	33 (8.80%)	146 (38.93%)
5	I think that Vidyanjali programme is ambitious.	297 (79.20%)	21 (5.60%)	57 (15.20%)
6	Vidyanjali programme helps in achieving the stated vision of school. (A vision statement describes the organization's desired future state and what it hopes to accomplish in the next few years.)	308 (82.13%)	10 (2.67%)	57 (15.20%)
7	Vidyanjali Programme should be an integral part of the school.	267 (71.20%)	24 (6.40%)	84 (22.40%)
8	Vidyanjali programme is not useful for school.	14 (3.73%)	313 (83.46%)	48 (12.80%)

S. No.	Reactions	Responses of School Vidyanjali In-charges (%)		
		Agree	Disagree	Undecided
9	Students are not benefiting from activities carried out under Vidyanjali programme.	28 (7.46%)	295 (70.67%)	52 (13.87%)
10	Vidyanjali programme does not help in achieving the stated mission of school. (A mission statement defines an organization's purpose, objectives, and how it will achieve them.)	38 (10.13%)	267 (71.20%)	70 (18.67%)
11	Volunteer's interaction with students is not effective.	22 (5.86%)	272 (72.53%)	48 (12.80%)
12	Materials provided in Vidyanjali programme are not in usable condition.	20 (5.33%)	211 (56.27%)	144 (38.40%)
13	Equipment provided in Vidyanjali programme is not in usable condition.	18 (4.80%)	196 (52.26%)	161 (42.94%)

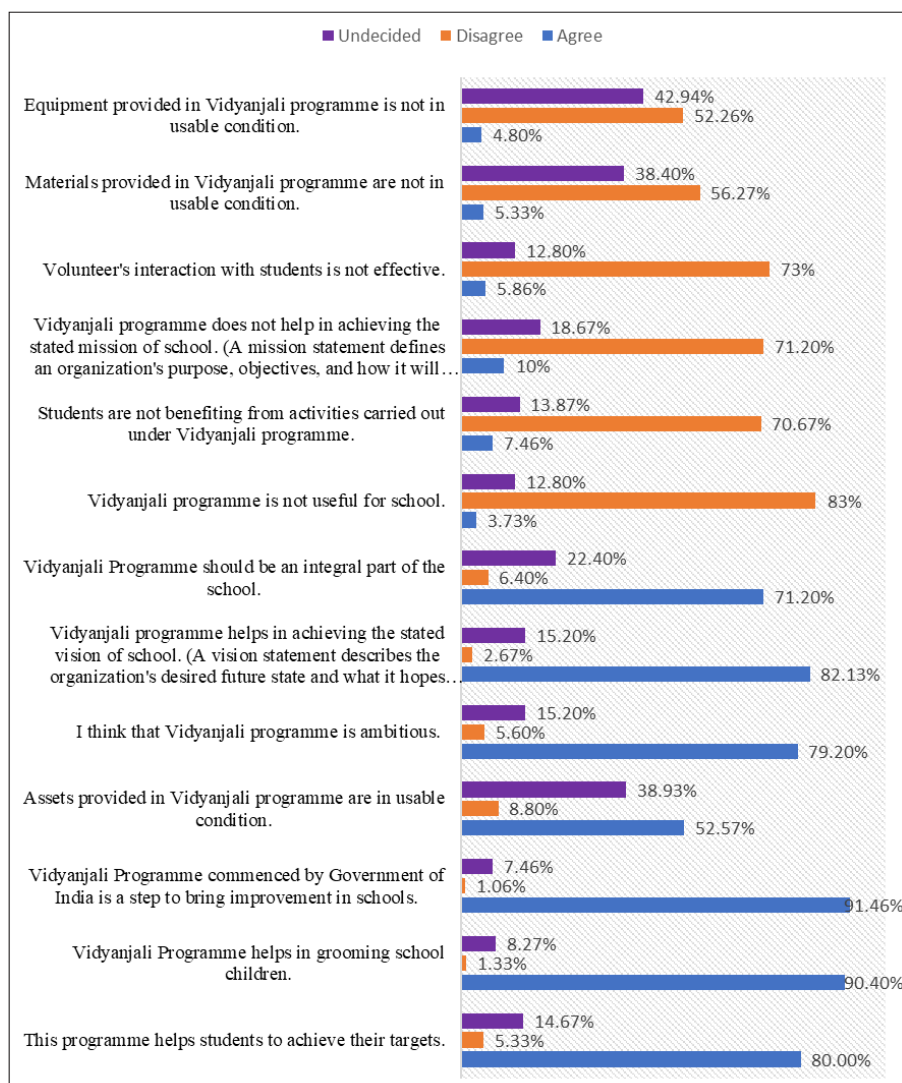


Figure 3.2: Perception of School Vidyanjali In-charges in terms of Quality of Education

Table 3.3 and Figure 3.2 shows the perception of Vidyanjali In-charges regarding the quality of education in the light of Vidyanjali programme.

Above table indicate that most of the Vidyanjali In-charges agreed programme commenced by the Government of India is a step toward school improvement (91.46%) followed by the view that it helps in grooming school children (90.40%). More than third-fourth of the in-charge agreed the programme supports the achievement of the school's stated vision (82.13%) and enables students to achieve their targets (80 %). Vidyanjali In-charges agreed also agreed programme as ambitious and supported its integration as an integral part of the school system (71.20%) .

Vidyanjali In-charges disagreed with the negatively statements. More than three fourth (83.46%) of the Vidyanjali In-charges disagreed that programme is not useful for school followed by near to the third fourth disagreed students are not benefiting from activities (70.67%) , that it does not help achieve the school mission (71.20%), and that volunteer interaction is ineffective (72.53%). More than half Vidyanjali In-charges disagreed with that materials provided in Vidyanjali programme are not in usable condition (56.27%) and equipment provided in Vidyanjali programme is not in usable condition (52.26%). These results highlighted positive endorsement of the programme as perceived by the Vidyanjali In-charges.

3.2.1.3 Perception of CRCCs

Table 3.4 and Figure 3.3 show the responses given by CRCCs (N = 137) of different schools regarding Quality of Education.

Table 3.4: Perception of CRCCs in terms of Quality of Education

S. No.	Reactions	Responses of CRCCs (%)		
		Agree	Disagree	Undecided
1	Vidyanjali programme should be an integral part of the school.	101 (73.72%)	16 (11.68%)	20 (14.60%)
2	Vidyanjali programme commenced by government of India is an appropriate step to bring improvement in school.	128 (93.43%)	3 (2.19%)	6 (4.38%)
3	Assets provided in Vidyanjali programme are in usable condition.	105 (76.64%)	14 (10.22%)	18 (13.14%)
4	In such a short time of one year it is not possible to assess the effectiveness of Vidyanjali programme.	64 (46.71%)	54 (39.42%)	19 (13.87%)
5	Vidyanjali programme is ambitious.	108 (78.83%)	10 (7.30%)	19 (13.87%)
6	Vidyanjali programme is helping in achieving the objectives for which it was planned.	114 (83.21%)	11 (8.03%)	12 (8.76%)
7	Vidyanjali programme does not help in personality development of school children.	13 (9.49%)	116 (84.67%)	8 (5.84%)
8	Vidyanjali programme is not beneficial for schools.	6 (4.38%)	120 (87.59%)	11 (8.03%)

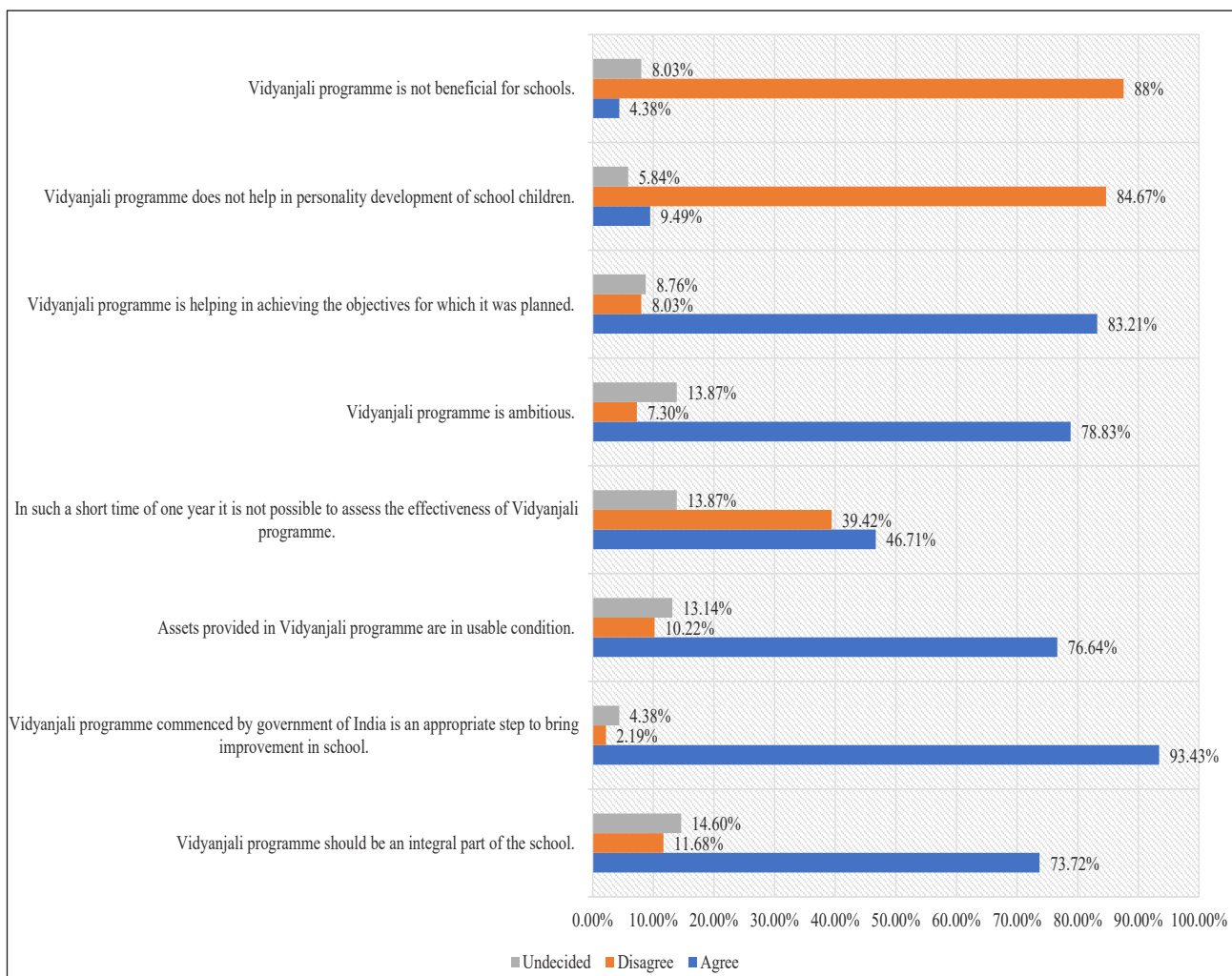


Figure 3.3: Perception of CRCCs in terms of Quality of Education

Table 3.4 and Figure 3.3 depicted perceptions of CRCCs regarding the quality of education in the light of Vidyanjali programme.

Above table indicates that majority (93.43%) of the CRCCs agreed that Vidyanjali programme commenced by Government of India is an appropriate step for bringing improvement in school followed by the view that the programme is helping in achieving the objectives for which it was planned (83.21%). More than three-fourth (78.83%) of the CRCCs agreed that the programme is ambitious and that assets provided in Vidyanjali programme are in usable condition (76.64%). Nearly three-fourth (73.72%) also agreed that the programme should be an integral part of the school. However, comparatively less than half (46.71%) agreed that in such a short time of one year it is not possible to assess the effectiveness of Vidyanjali programme.

CRCCs disagreed with the negative statements. More than three-fourth (87.59%) disagreed that Vidyanjali programme is not beneficial for schools followed by 84.67% who disagreed that the programme does not help in personality development of school children. Further, 39.42% disagreed that one year is insufficient to assess the effectiveness of the programme. These results highlight positive perception and endorsement of the Vidyanjali programme by CRCCs.

3.2.2 Collaboration With Different Agencies

3.2.2.1 Perception of Principals/HoS

Table 3.5 and Figure 3.4 show the responses given by Principals/HoS (N = 275) of different schools regarding Collaboration with Different Agencies.

Table 3.5: Perception of Principals/HoS in terms of Collaboration with Different Agencies

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
1	Vidyanjali Programme is helpful in connecting the community with schools.	258 (93.82%)	4 (1.45%)	13 (4.73%)
2	Vidyanjali Programme provides opportunity to community people to register themselves on the Vidyanjali portal.	264 (96%)	4 (1.45%)	7 (2.55%)
3	Vidyanjali Programme motivates other volunteers to connect with schools.	248 (90.18%)	5 (1.82%)	22 (8%)
4	Involvement of community in the programme is risky.	56 (20.36%)	149 (54.19%)	70 (25.45%)
5	Continuity of volunteer is a hurdle under Vidyanjali programme.	95 (34.54%)	117 (42.55%)	63 (22.91%)

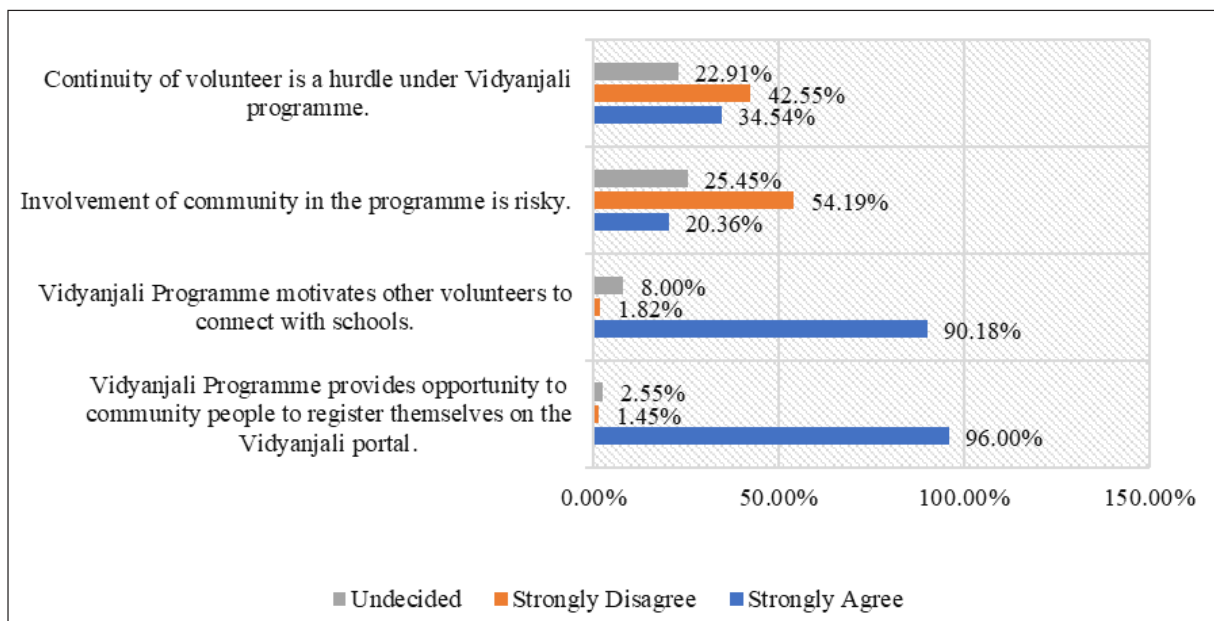


Figure 3.4: Perception of Principals/HoS in terms of Collaboration with Different Agencies

Table 3.5 and Figure 3.4 show the perception of Principals/HoS regarding collaboration with different agencies under Vidyanjali programme.

Above table indicates that the majority (96%) of the Principals/HoS agreed that Vidyanjali Programme provides opportunity to community people to register themselves on the Vidyanjali portal followed by the

view that the programme is helpful in connecting the community with schools (93.82%). More than nine-tenth (90.18%) of the Principals/HoS also agreed that Vidyanjali Programme motivates other volunteers to connect with schools. These results clearly indicate perceived acceptance of school heads towards the collaborative and community engagement aspects of the programme.

Principals/HoS disagreed with the negative statements. More than half (54.19%) disagreed that involvement of the community in the programme is risky, followed by 42.55% who disagreed that continuity of volunteers is a hurdle under the Vidyanjali programme. However, 34.54% agreed that continuity of volunteers is a hurdle and 20.36% perceived community involvement as risky. These results show that, although the program's collaborative framework is generally valued, some school leaders still have practical concerns about risk perception.

3.2.2.2 Perception of School Vidyanjali In-charges

Table 3.6 and Figure 3.5 show the responses of School Vidyanjali In-charges (N = 375) of different schools regarding collaboration with various agencies in the Vidyanjali programme.

Table 3.6: Perception of School Vidyanjali In-charges in terms of Collaboration with different Agency

S. No.	Reactions	Responses of School Vidyanjali In-charges (%)		
		Agree	Disagree	Undecided
1	Vidyanjali Programme is helpful in connecting the community with schools.	348 (92.09%)	8 (2.14%)	19 (5.07%)
2	Programme for Community Involvement helps to create awareness among community about Vidyanjali Programme.	337 (89.87%)	14 (3.73%)	24 (6.40%)
3	Vidyanjali Programme motivates community members to register themselves on the Vidyanjali portal.	302 (80.53%)	25 (6.67%)	48 (12.80%)
4	Parents are aware about objectives of Vidyanjali programme.	229 (61.06%)	49 (13.04%)	97 (25.80%)
5	I get help from my school Principal in carrying out activities under Vidyanjali programme.	348 (92.80%)	10 (2.67%)	17 (4.53%)
6	Vidyanjali Programme does not motivate community to work for Vidyanjali.	41 (10.90%)	277 (73.80%)	57 (15.30%)
7	Vidyanjali Programme does not motivate other people to become Vidyanjali volunteer.	49 (13.00%)	261 (69.60%)	65 (17.40%)
8	Involvement of community in the programme is risky.	67 (17.80%)	195 (52.00%)	113 (30.20%)
9	I think that parents do not like Vidyanjali programme.	37 (9.80%)	213 (56.80%)	125 (33.40%)

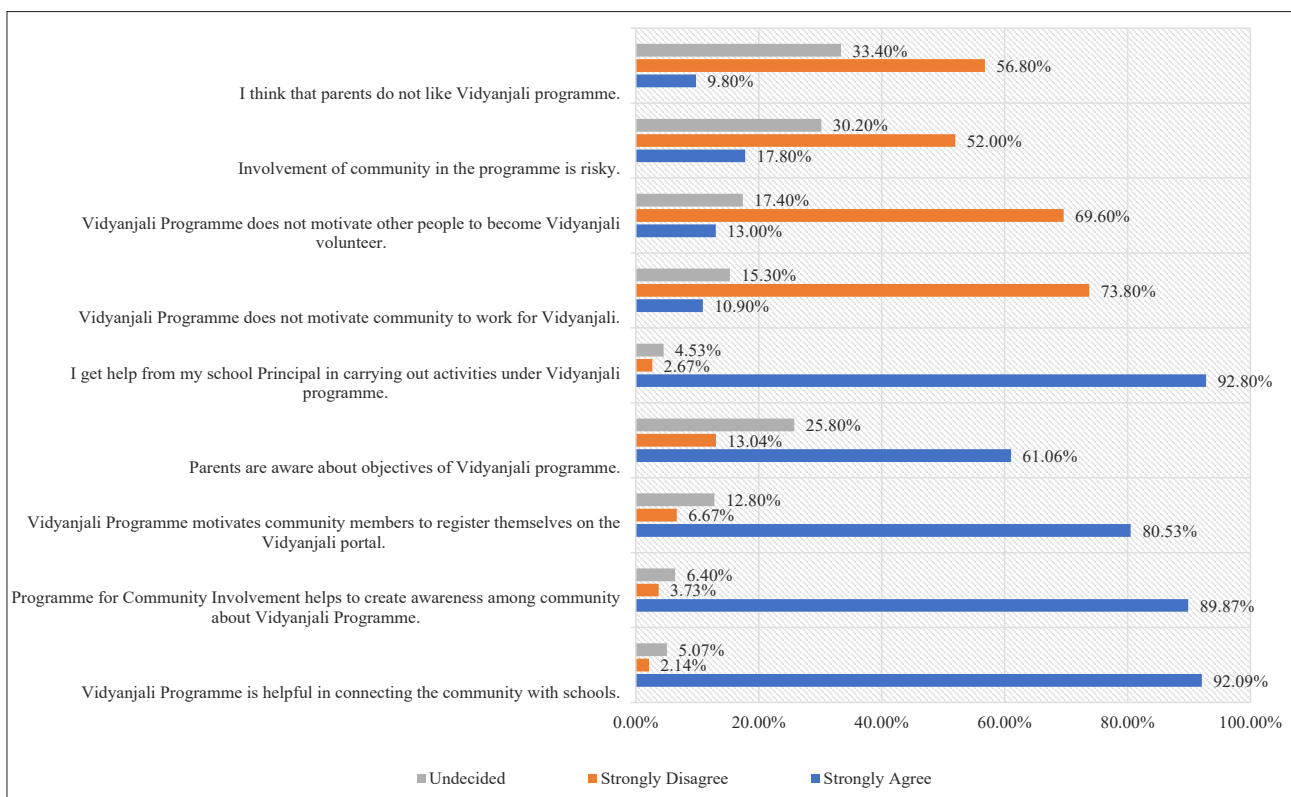


Figure 3.5: Perception of School Vidyanjali In-charges in terms of Collaboration with different Agency

Table 3.6 and Figure 3.5 demonstrate the perception of Vidyanjali In-charges regarding collaboration with different agencies under the Vidyanjali programme.

Above table indicates that the majority (92.80%) agreed that they get help from their school Principal in carrying out activities under Vidyanjali programme and that the programme is helpful in connecting the community with schools (92.09%) followed by 89.87% of the School Vidyanjali In-charges agreed that Programme for Community Involvement helps to create awareness among community about Vidyanjali Programme.

More than four-fifth (80.53%) also agreed that Vidyanjali Programme motivates community members to register themselves on the Vidyanjali portal. Further, more than half (61.06%) agreed that parents are aware about the objectives of Vidyanjali programme. These findings reflect institutional and community support perceived by School Vidyanjali In-charges.

School Vidyanjali In-charges disagreed with the negative statements. More than three-fourth (73.80%) disagreed that Vidyanjali Programme does not motivate community to work for Vidyanjali followed by more than half (69.60%) who disagreed that the programme does not motivate other people to become Vidyanjali volunteer. More than half also disagreed that parents do not like Vidyanjali programme (68.30%) and involvement of community in the programme is risky (52 %). These results indicate that while collaboration and community engagement under the Vidyanjali programme are largely appreciated, certain uncertainties still exist regarding parental awareness and perceived risks in community involvement.

3.2.2.3 Perception of CRCCs

Table 3.7 and Figure 3.6 show the responses of CRCCs (N = 137) from different schools regarding collaboration with various agencies in the Vidyanjali programme.

Table 3.7: Perception of CRCCs in terms of Collaboration with different Agencies

S. No.	Reactions	Responses of CRCCs (%)		
		Agree	Disagree	Undecided
1	Vidyanjali programme is helpful in connecting community with schools.	137 (100%)	0 (0%)	0 (0%)
2	Vidyanjali programme provides opportunity to community people to register themselves on the Vidyanjali portal.	135 (98.54%)	1 (0.73%)	1 (0.73%)
3	Vidyanjali programme motivates volunteers to connect with schools.	135 (98.54%)	0 (0%)	2 (1.46%)
4	Whenever required, I get help from the school Principal.	122 (89.05%)	8 (5.84%)	7 (5.11%)
5	Whenever required, I get help from In-charge of Vidyanjali programme.	127 (92.70%)	7 (5.11%)	3 (2.19%)
6	It is difficult to find volunteers as per the requirements of school.	94 (68.61%)	31 (22.63%)	12 (8.76%)
7	Volunteers should come to school at least for 30 working days.	43 (31.39%)	67 (48.90%)	27 (19.71%)
8	Involvement of community in the programme is risky	32 (23.36%)	70 (51.09%)	35 (25.55%)

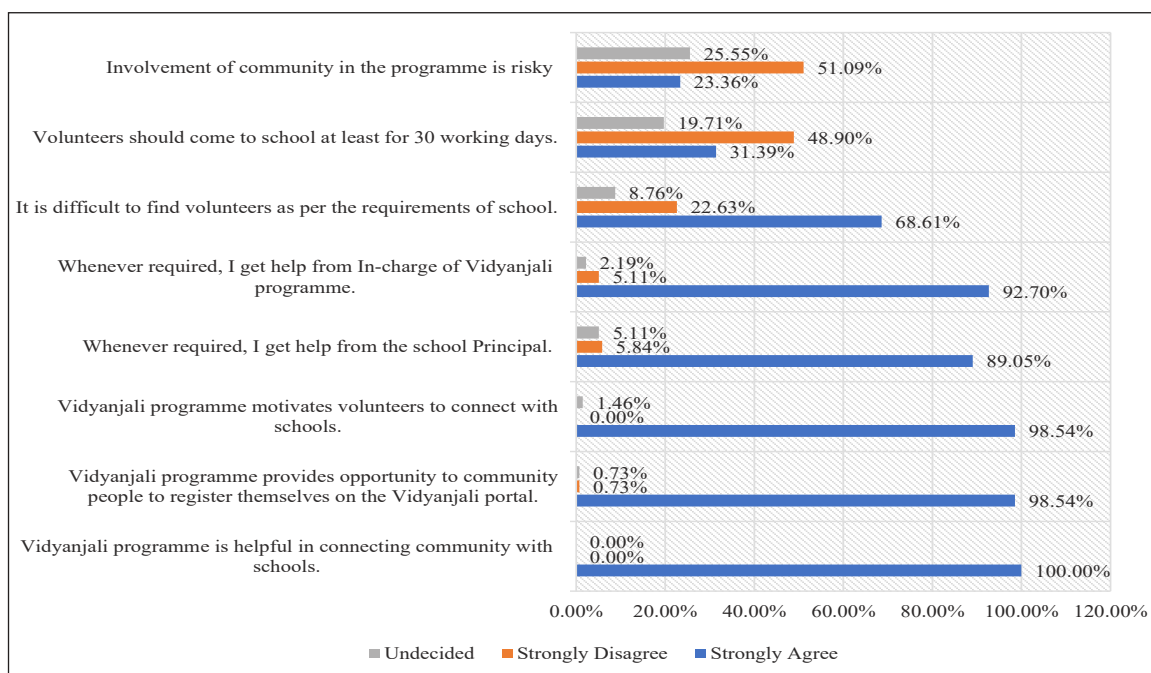


Figure 3.6: Perception of CRCCs in terms of Collaboration with different Agencies

Table 3.7 and Figure 3.6 show the perception of CRCCs regarding collaboration with different agencies under Vidyanjali programme.

Above table indicates that all the CRCCs (100%) agreed that Vidyanjali programme is helpful in connecting community with schools followed by almost all (98.54%) who agreed that the programme provides opportunity to community people to register themselves on the Vidyanjali portal and also motivates volunteers to connect with schools (98.54%). Majority of CRCCs also agreed that whenever required, they get help from In-charge of Vidyanjali programme (92.70%) and from the school Principal (89.05%). Further, more than half (68.61%) agreed that it is difficult to find volunteers as per the requirements of school. However, comparatively less (31.39%) agreed that volunteers should come to school for at least for 30 working days.

CRCCs disagreed with certain statements. Half of the CRCCs (51.09%) disagreed that involvement of community in the programme is risky followed by 48.90% who disagreed that volunteers should come to school for at least 30 working days. About less than one-fourth (22.63%) disagreed that it is difficult to find volunteers as per the requirements of school. This shows that the Vidyanjali programme requires to collaborate with different agencies for improving school education. These results highlight strong support among CRCCs for community collaboration under Vidyanjali programme, though practical concerns such as availability and duration of volunteers remain areas of consideration.

3.2.3 Academic and Professional Support

3.2.3.1 Perception of Principals/HoS

Table 3.8 and Figure 3.7 show the responses given by Principals/HoS (N = 275) of different schools regarding academic and professional support to schools provided by the community volunteers under the Vidyanjali programme.

Table 3.8: Perception of Principals/HoS in terms of Academic & Professional Support

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
1	Assets contributed under Vidyanjali Programme are beneficial for school.	224 (81.45%)	7 (2.55%)	44 (16%)
2	The volunteer's participation is helpful in filling the gaps in school regarding classroom activities.	224 (81.45%)	13 (4.73%)	38 (13.82%)
3	Students take interest in activities of Vidyanjali programme.	248 (90.18%)	10 (3.64%)	17 (6.18%)
4	Vidyanjali programme is not a barrier in completing the course.	196 (71.27%)	43 (15.64%)	36 (13.09%)
5	My Volunteers are not skilled.	41 (14.91%)	184 (66.91%)	50 (18.18%)
6	Vidyanjali Programme does not provide options to students for selecting co-curricular activities.	70 (25.46%)	167 (60.73%)	38 (13.81%)
7	Vidyanjali Programme leaves less time for co-curricular activities.	57 (20.72%)	159 (57.82%)	59 (21.46%)
8	Due to Vidyanjali Programme, teachers get less time to complete the syllabus.	66 (24%)	162 (58.91%)	47 (17.09%)

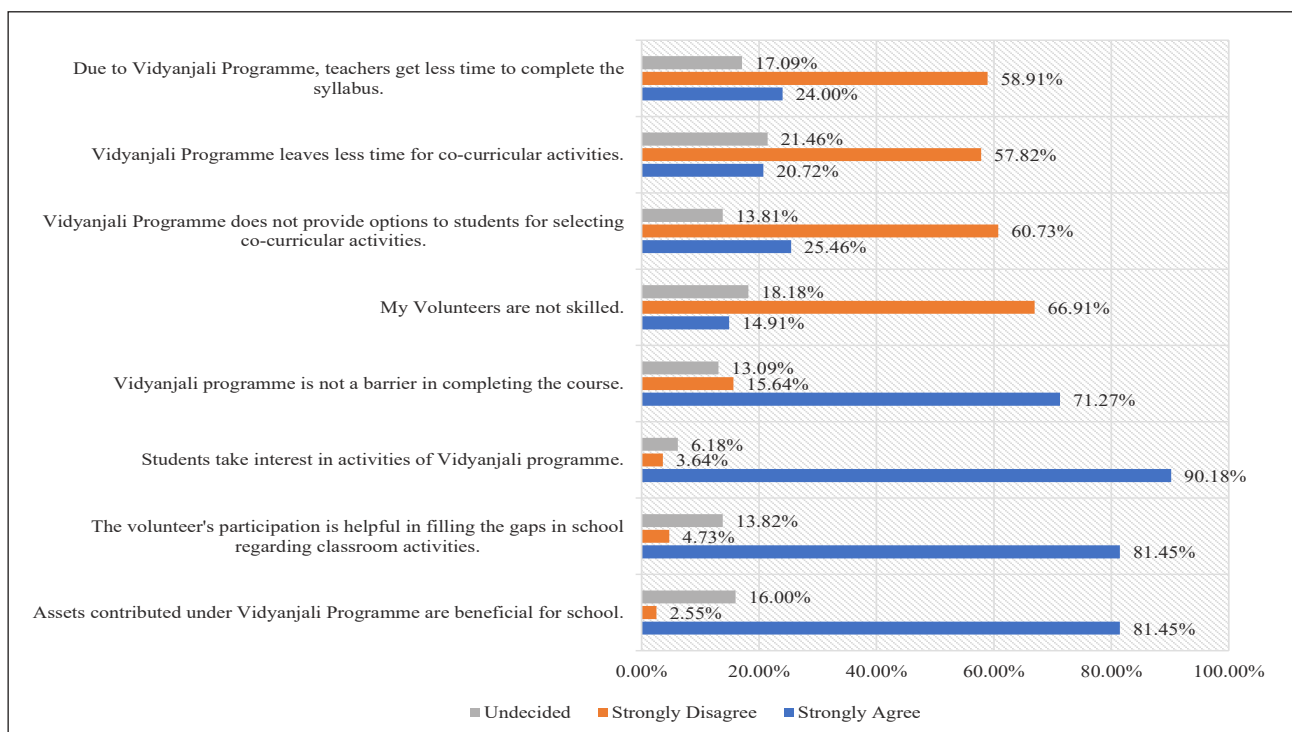


Figure 3.7: Perception of Principals/HoS in terms of Academic and Professional Support

Table 3.8 and Figure 3.7 demonstrate the perception of Principals/HoS in terms of Academic and Professional Support under Vidyanjali programme.

Above table indicates that the majority (90.18%) of the Principals/HoS agreed that students take interest in activities of Vidyanjali programme followed by the view that assets contributed under Vidyanjali Programme are beneficial for school (81.45%) and that volunteer's participation is helpful in filling the gaps in school regarding classroom activities (81.45%). More than two-third (71.27%) also agreed that Vidyanjali Programme was not a barrier to completing the course.

However, Principals/HoS disagreed with the negative statements. More than two-third (66.07%) disagreed that Vidyanjali Programme does not provide options to students for selecting co-curricular activities, followed by 60.73% who disagreed that volunteers are not skilled. More than half (58.91%) disagreed that teachers get less time to complete the syllabus and 57.82% disagreed that the programme leaves less time for co-curricular activities. These results indicate that Principals/HoS perceive Vidyanjali programme as academically supportive and not significantly obstructive to regular school functioning, though some concerns regarding time management and activity options are observed.

3.2.3.2 Perception of School Vidyanjali In-charges

The Table 3.9 and Figure 3.8 show the responses given by School Vidyanjali In-charges (N= 375) of different schools regarding academic and professional support to schools provided by the community volunteers under the Vidyanjali programme.

Table 3.9: Perception of School Vidyanjali In-charges in terms of Academic & Professional Support

S. No.	Reactions	Responses of School Vidyanjali In-charges (%)		
		Agree	Disagree	Undecided
1	The assets contributed under Vidyanjali Programme are useful for school.	281 (74.93%)	10 (2.67%)	84 (22.40%)
2	The volunteer's participation is helpful in filling the gaps in school regarding classroom activities.	289 (77.07%)	27 (7.20%)	59 (15.73%)
3	The volunteer's participation is helpful in filling the gaps in school regarding physical infrastructure.	228 (60.80%)	35 (9.33%)	112 (29.87%)
4	My Volunteers are skilled.	25 (6.67%)	321 (85.60%)	29 (7.73%)
5	Vidyanjali Programme provides options of co-curricular activities to students.	340 (90.67%)	8 (2.13%)	27 (7.20%)
6	One of the objectives of Vidyanjali programme is to make community part of Teaching - Learning Process.	343 (91.47%)	9 (2.40%)	23 (6.13%)
7	I have been trained about the Vidyanjali Programme.	272 (72.53%)	22 (5.87%)	81 (21.60%)
8	I do not take feedback from the students about the utility of volunteers' activities.	67 (17.87%)	195 (52.00%)	113 (30.13%)
9	I am not trained to carry out activities under Vidyanjali programme.	118 (31.47%)	217 (57.87%)	40 (10.67%)
10	Due to Vidyanjali programme, teachers do not get time to complete the syllabus.	78 (20.80%)	210 (56.00%)	87 (23.20%)

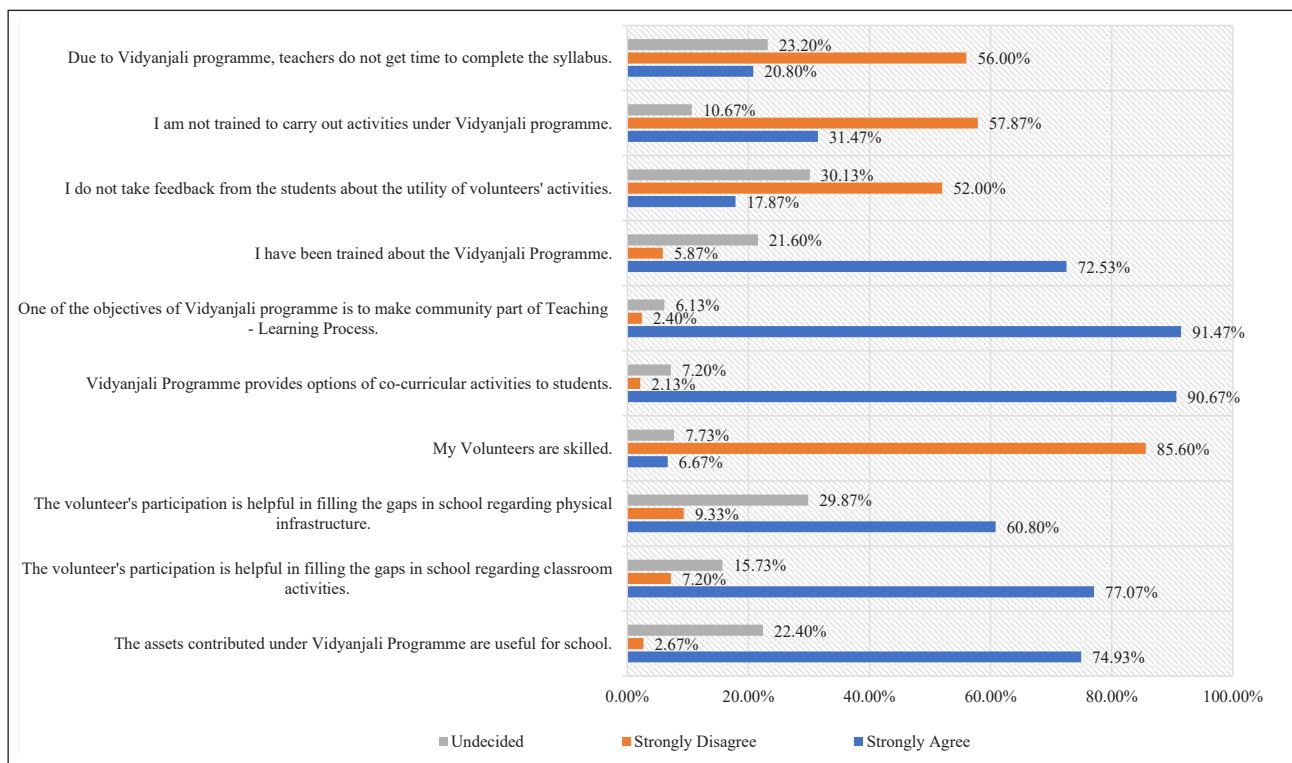


Figure 3.8: Perception of School Vidyanjali In-charges in terms of Academic & Professional Support

Table 3.9 and Figure 3.8 depict the perception of School Vidyanjali In-charges regarding Academic & Professional Support under the Vidyanjali programme.

Above table indicates that majority of the School Vidyanjali In-charges agreed that one of the objectives of Vidyanjali programme is to make community part of teaching-learning process (91.47%) followed by the view that Vidyanjali Programme provides options of co-curricular activities to students (90.67%). More than three-fourth agreed that volunteer's participation is helpful in filling the gaps in school regarding classroom activities (77.07%) and that assets contributed under Vidyanjali Programme are useful for school (74.93%). Nearly three-fourth (72.53%) also agreed that they have been trained about the Vidyanjali Programme. More than half (60.80%) agreed that volunteer participation is helpful in filling gaps in physical infrastructure, and 31.47% agreed that they are not trained to carry out activities under the programme.

School Vidyanjali In-charges disagreed with the negative statements. More than three-fourth (85.60%) disagreed that their volunteers are not skilled followed by 57.87% who disagreed that they are not trained to carry out activities under Vidyanjali programme. More than half (56.00%) disagreed that due to Vidyanjali programme teachers do not get time to complete the syllabus and 52.00% disagreed that they do not take feedback from students about the utility of volunteers' activities. These results indicate that School Vidyanjali In-charges perceive Vidyanjali programme as academically supportive and professionally beneficial, though certain procedural and feedback-related aspects require further strengthening.

3.2.3.3 Perception of CRCCs

Table 3.10 and Figure 3.9 show the responses given by CRCCs (N= 137) of different schools regarding academic and professional support to schools provided by the community volunteers under the Vidyanjali programme

Table 3.10: Perception of CRCCs in terms of Academic & Professional Support

S. No.	Reactions	Responses of CRCCs (%)		
		Agree	Disagree	Undecided
1	I have been oriented about the Vidyanjali programme.	133 (97.08%)	3 (2.19%)	1 (0.73%)
2	Regular training of CRCC member is essential.	127 (92.70%)	6 (4.38%)	4 (2.92%)
3	Vidyanjali programme does not provide options for co-curricular activities to students.	23 (16.79%)	104 (75.91%)	10 (7.30%)
4	Old equipment is donated in Vidyanjali programme.	79 (57.66%)	22 (16.06%)	36 (26.28%)
5	I am not able to find volunteers as per school requirement.	63 (45.98%)	55 (40.14%)	19 (13.88%)
6	I am not competent to carry on Vidyanjali programme.	9 (6.57%)	115 (83.94%)	13 (9.49%)

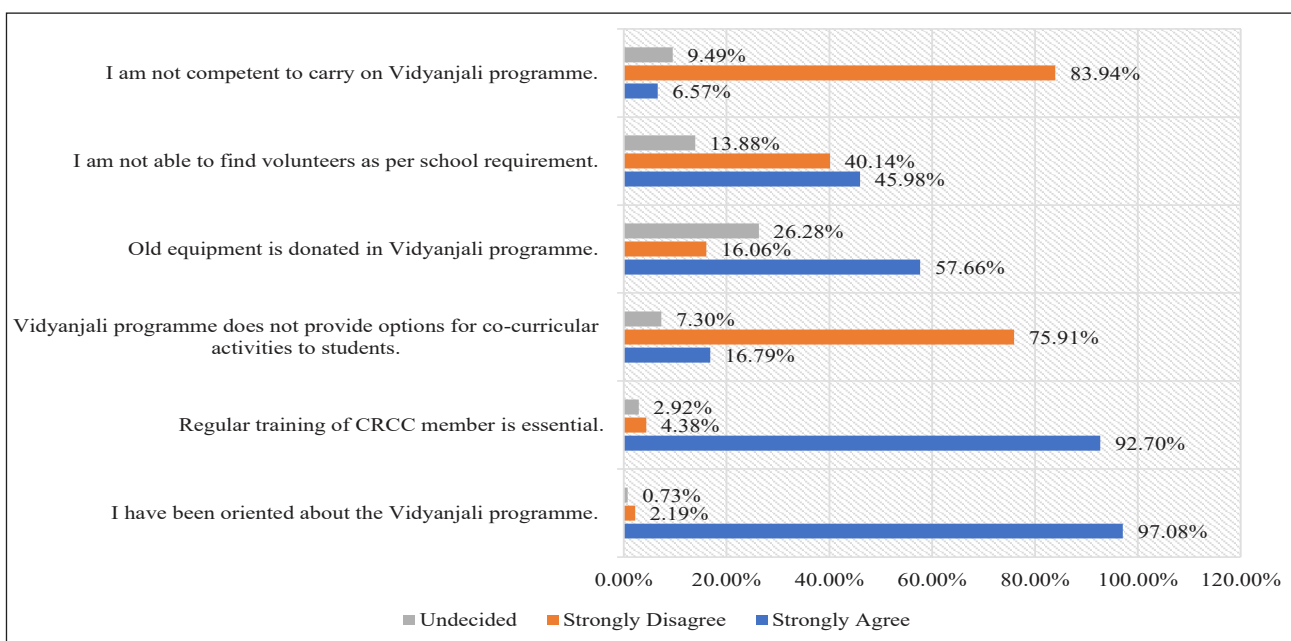


Figure 3.9: Perception of CRCCs in terms of Academic & Professional Support

Table 3.10 and Figure 3.9 show the perception of CRCCs regarding of Academic & Professional Support under Vidyanjali programme.

Above table indicates that majority (97.08%) of the CRCCs agreed that they have been oriented about the Vidyanjali programme followed by the view that regular training of CRCC members is essential (92.70%). More than half (57.66%) agreed that old equipment is donated in Vidyanjali programme.

However, CRCCs disagreed with the negative statements. More than three-fourth (83.94%) disagreed that they are not competent to carry on Vidyanjali programme followed by 75.91% who disagreed that Vidyanjali programme does not provide options for co-curricular activities to students. Further, 40.14% disagreed that they are not able to find volunteers as per school requirement and 16.06% disagreed that old equipment is donated in the programme. These findings indicate that CRCCs perceive themselves as well-oriented and professionally competent in implementing Vidyanjali programme, though some practical concerns regarding volunteer availability and quality of donated equipment are observed.

3.2.4 Implementation of Vidyanjali Programme

3.2.4.1 Perception of Principals/ HoS

Table 3.11 and Figure 3.10 show the responses given by Principals/HoS (N=275) of different schools regarding perception about the implementation of the Vidyanjali Programme.

Table 3.11: Perception of Principals/HoS about Implementation

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
1	Vidyanjali Programme helps in implementing the academic activities in the school.	234 (85.09%)	6 (2.18%)	35 (12.73%)
2	I welcome volunteers with an open heart.	269 (97.82%)	1 (0.36%)	5 (1.82%)
3	I am aware about the Vidyanjali Programme.	266 (96.73%)	4 (1.45%)	5 (1.82%)

S. No.	Reactions	Responses of Principals/HoS (%)		
		Agree	Disagree	Undecided
4	Vidyanjali programme should be continued in future.	218 (79.28%)	5 (1.81%)	52 (18.91%)
5	Vidyanjali programme is expensive.	22 (8%)	208 (75.64%)	45 (16.36%)
6	Vidyanjali Programme is time consuming.	99 (36%)	128 (46.55%)	48 (17.45%)
7	Vidyanjali in-charge takes the written feedback from the students about the volunteers.	189 (68.72%)	35 (12.73%)	51 (18.55%)
8	Need analysis is not done before raising request.	70 (25.45%)	154 (56%)	51 (18.55%)
9	Feedback taken from Volunteers is not analysed.	31 (11.27%)	189 (68.73%)	55 (20%)
10	Community Involvement Programmes does not help in creating awareness about Vidyanjali Programme.	32 (11.64%)	212 (77.09%)	31 (11.27%)
11	I do not have time for Vidyanjali Programme.	15 (5.45%)	221 (80.37%)	39 (14.18%)
12	My workload has increased due to Vidyanjali programme.	74 (26.91%)	168 (61.09%)	33 (12%)
13	I am not convinced about the utility of Vidyanjali programme.	29 (10.55%)	200 (72.72%)	46 (16.73%)

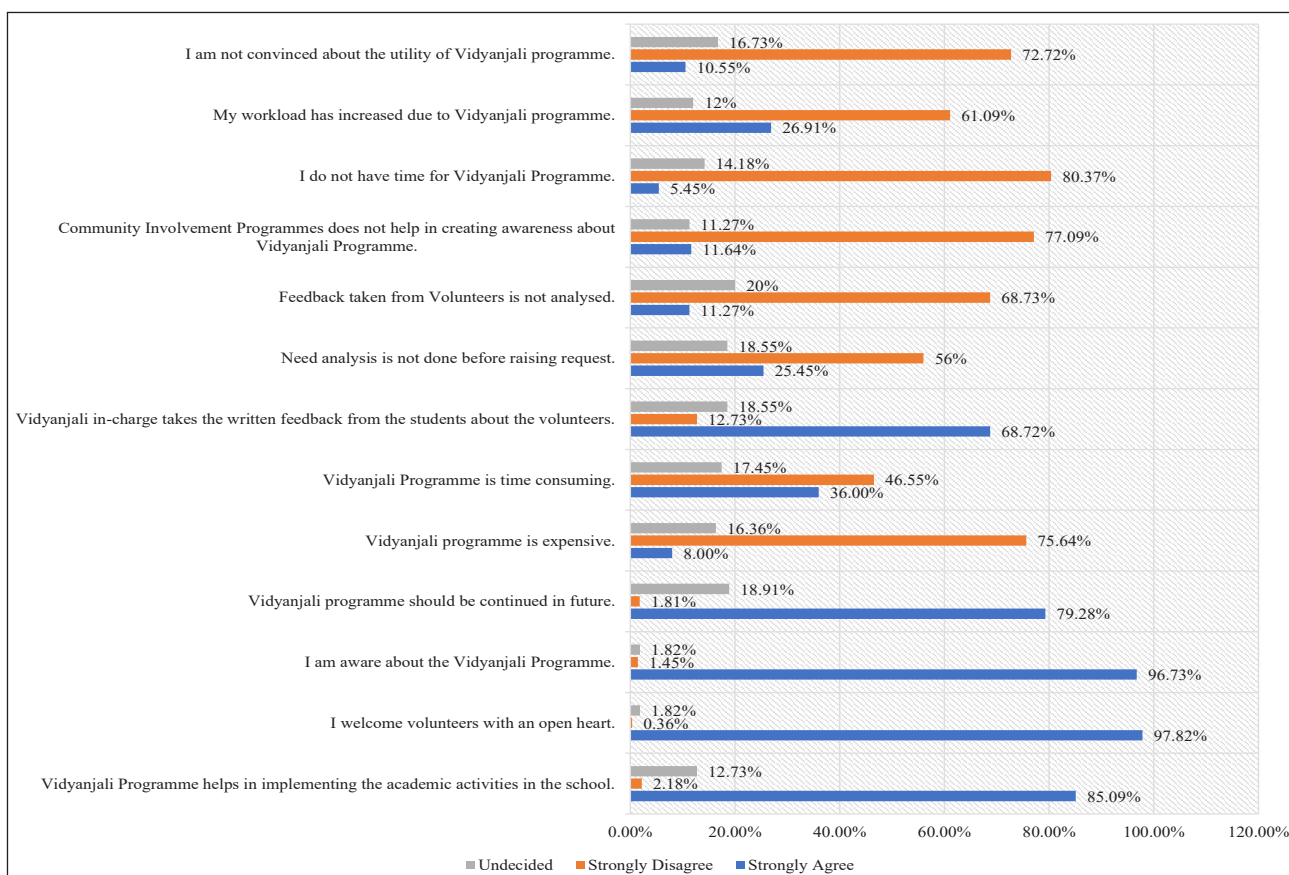


Figure 3.10: Perception of Principals/HoS about Implementation

Table 3.11 and Figure 3.10 depict the perception of Principals/HoS about Implementation of Vidyanjali programme.

Above table indicates that majority (97.82%) of the Principals/HoS agreed that they welcome volunteers with an open heart followed by the view that they are aware about the Vidyanjali Programme (96.73%). More than four-fifth (85.09%) agreed that Vidyanjali Programme helps in implementing academic activities in the school. Nearly four-fifth (79.28%) also agreed that Vidyanjali programme should be continued in future. Further, more than half (68.72%) agreed that Vidyanjali in-charge takes written feedback from the students about the volunteers.

Principals/HoS disagreed with the negative statements. More than four-fifth (80.37%) disagreed that they do not have time for Vidyanjali Programme followed by 77.09% who disagreed that community involvement programmes do not help in creating awareness. Three-fourth (75.64%) disagreed that Vidyanjali programme is expensive and less than three- fourth (72.72%) disagreed that they are not convinced about the utility of the programme. Further, more than half (68.73%) disagreed that feedback from volunteers is not analysed and 61.09% disagreed that their workload has increased due to the programme. Nearly half (46.55%) disagreed that the programme is time-consuming. These result highlight acceptance and positive implementation perception among Principals/HoS, though some moderate concerns regarding time consumption and workload are observed.

3.2.4.2 Perception of School Vidyanjali In-charges

Table 3.12 and Figure 3.11 show the responses given by School Vidyanjali In-charges (375) of different schools regarding perception about the implementation of the Vidyanjali Programme.

Table 3.12: Perception of School Vidyanjali In-charges about Implementation

S. No.	Reactions	Responses of School Vidyanjali In-charges (%)		
		Agree	Disagree	Undecided
1	Volunteers are aware about objectives of Vidyanjali programme.	291 (77.60%)	29 (7.73%)	55 (14.67%)
2	I welcome volunteers whole heartedly.	367 (97.87%)	0 (0.00%)	8 (2.13%)
3	I think Principal is proactive to activities carried out under Vidyanjali programme.	298 (79.47%)	16 (4.27%)	61 (16.27%)
4	Need analysis is not done before raising the request.	67 (17.87%)	220 (58.67%)	88 (23.47%)
5	I do not understand the Vidyanjali Programme.	25 (6.67%)	321 (85.60%)	29 (7.73%)
6	Vidyanjali Programme is time consuming.	147 (39.20%)	155 (41.33%)	73 (19.47%)
7	As an In-charge of Vidyanjali programme, I do not get time for teaching.	76 (20.27%)	230 (61.33%)	69 (18.40%)
8	There is no separate fund for Vidyanjali programme.	319 (85.07%)	11 (2.93%)	45 (12.00%)
9	There is a lack of coordination between Principal and In-charge of Vidyanjali programme.	22 (5.87%)	331 (88.87%)	22 (5.87%)
10	I think that there is a lack of coordination between CRCC member and In-charge of Vidyanjali programme.	56 (14.93%)	285 (76.00%)	34 (9.07%)

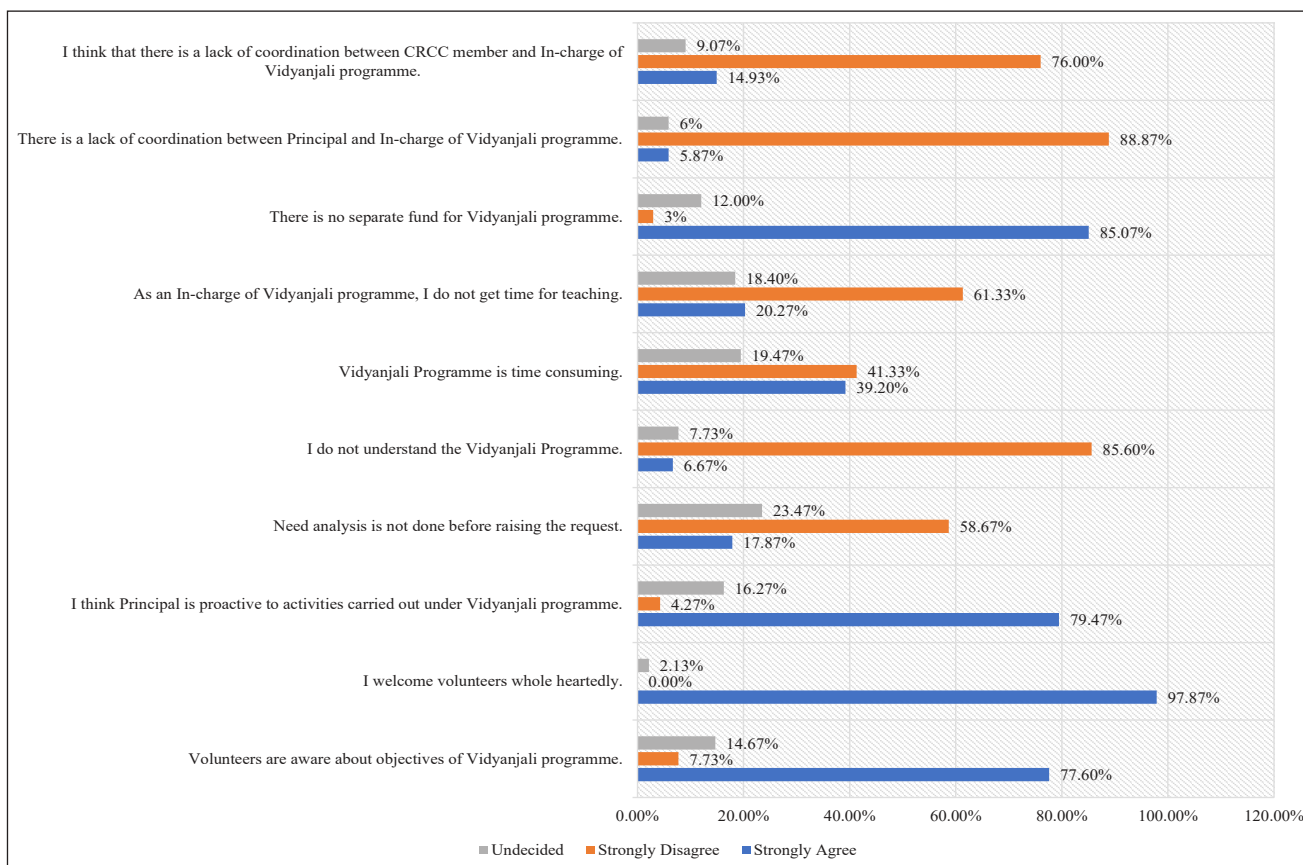


Figure 3.11: Perception of School Vidyanjali In-charges about Implementation

Table 3.12 and Figure 3.11 show the perception of School Vidyanjali In-charges about Implementation of Vidyanjali programme.

Above table indicates that majority (97.87%) of the School Vidyanjali In-charges agreed that they welcome volunteers wholeheartedly followed by the view that the Principal is proactive to activities carried out under Vidyanjali programme (79.47%) and that volunteers are aware about the objectives of Vidyanjali programme (77.60%). More than four-fifth (85.07%) agreed that there is no separate fund for Vidyanjali programme.

School Vidyanjali In-charges disagreed with the negative statements. More than four-fifth (88.87%) disagreed that there is lack of coordination between Principal and In-charge followed by 85.60% who disagreed that they do not understand the Vidyanjali programme. More than three-fourth (76%) disagreed that there is lack of coordination between CRCC member and In-charge and 61.33% disagreed that they do not get time for teaching. Further, more than half (58.67%) disagreed that need analysis is not done before raising the request and less than (41.33%) disagreed that the programme is time-consuming.

These results indicate that School Vidyanjali In-charges show acceptance and clarity regarding implementation of Vidyanjali programme, though moderate concerns related to time management and financial provisions are observed.

3.2.4.3 Perception of CRCCs

The Table 3.13 and Figure 3.12 show the responses given by CRCCs (N= 137) of different schools regarding perception about implementation of Vidyanjali Programme

Table 3.13: Perception of CRCCs about Implementation

S. No.	Reactions	Responses of CRCCs (%)		
		Agree	Disagree	Undecided
1	Vidyanjali programme helps in implementing the academic activities in the school.	130 (94.90%)	6 (4.38%)	1 (0.72%)
2	I do get time for Vidyanjali programme.	91 (66.42%)	25 (18.25%)	21 (15.33%)
3	I have too much work to do in short time.	109 (79.56%)	20 (14.60%)	8 (5.84%)
4	Vidyanjali programme is time consuming.	58 (42.33%)	60 (43.79%)	19 (13.88%)
5	Community mobilization programmes do not help in creating awareness about Vidyanjali programme.	21 (15.33%)	109 (79.56%)	7 (5.11%)
6	Vidyanjali programme should not continue in the future.	11 (8.03%)	103 (75.18%)	23 (16.79%)
7	I am not able to contribute in implementing Vidyanjali programme in my cluster.	6 (4.38%)	124 (90.51%)	7 (5.11%)
8	Due to other work, I am not able to devote time to activities of Vidyanjali.	63 (45.98%)	57 (41.60%)	17 (12.42%)

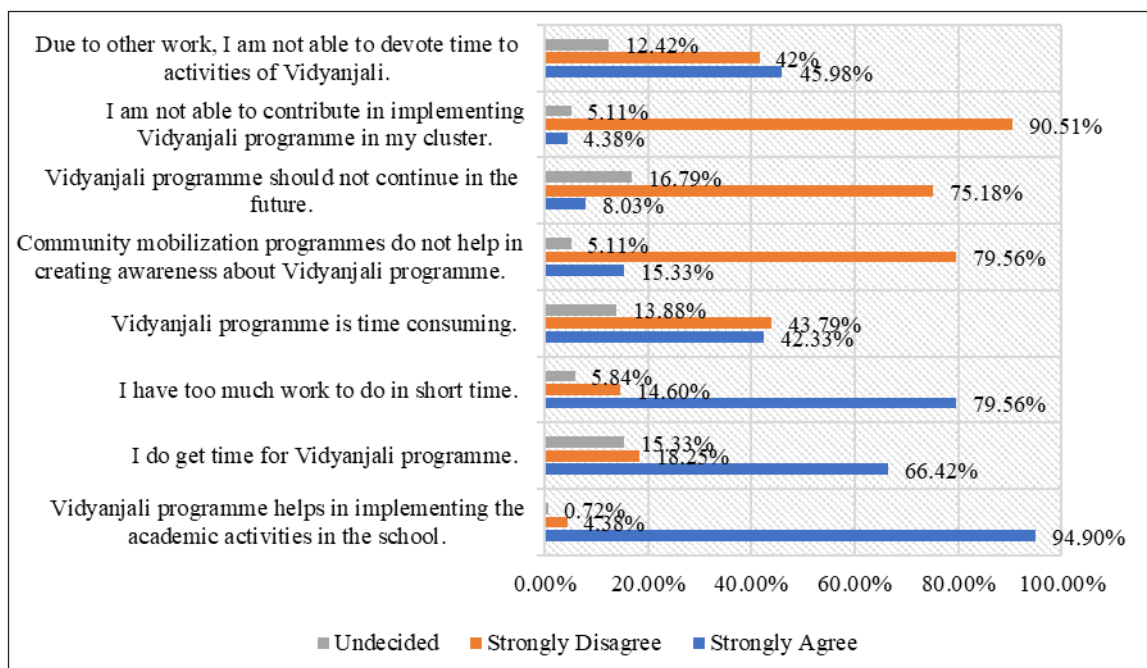


Figure 3.12: Perception of CRCCs about Implementation

Table 3.13 and Figure 3.12 demonstrate the perception of CRCCs about Implementation of Vidyanjali programme.

Above table indicates that majority of the CRCCs (94.90%) agreed that Vidyanjali programme helps in implementing the academic activities in the school followed by more than three-fourth (79.56%) CRCCs with the view that they have too much work to do in short time. More than two-third (66.42%) agreed that they get time for Vidyanjali programme.

CRCCs disagreed with the negative statements. More than four-fifth (90.51%) disagreed that they are not able to contribute in implementing Vidyanjali programme in their cluster followed by 79.56% who disagreed that community mobilization programmes do not help in creating awareness. More than three-fourth (75.18%) disagreed that Vidyanjali programme should not continue in future. Further, 43.79% disagreed that the programme is time consuming and 41.60% disagreed that due to other work they are not able to devote time to Vidyanjali activities.

These findings result that CRCCs perceive Vidyanjali programme positively in terms of implementation, though workload and time management remain moderate areas of concern.

Objective 2: To examine the challenges faced by Principal / HoS, School Vidyanjali In-charges, and Cluster Resource Centre Coordinators (CRCC) in implementing the Vidyanjali Programme.

3.2.5 Lack of Proper Vidyanjali Portal Training

3.2.5.1 As a Challenge for Principals/HoS

Table 3.14, Table 3.15, Figure 3.13, Figure 3.14, and Figure 3.15 show the responses of 342 Principals/HoS of different schools regarding Vidyanjali Portal Training as a challenge.

Table 3.14: Vidyanjali Portal Training as a Challenge for Principals / HoS

Statement	Responses of Principals/HoS (%)		
	Yes (%)	No (%)	Do not know (%)
Lack of Proper Vidyanjali Portal Training is a challenge in implementing Vidyanjali Programme.	158 (46.20%)	155 (45.32%)	29 (8.48%)

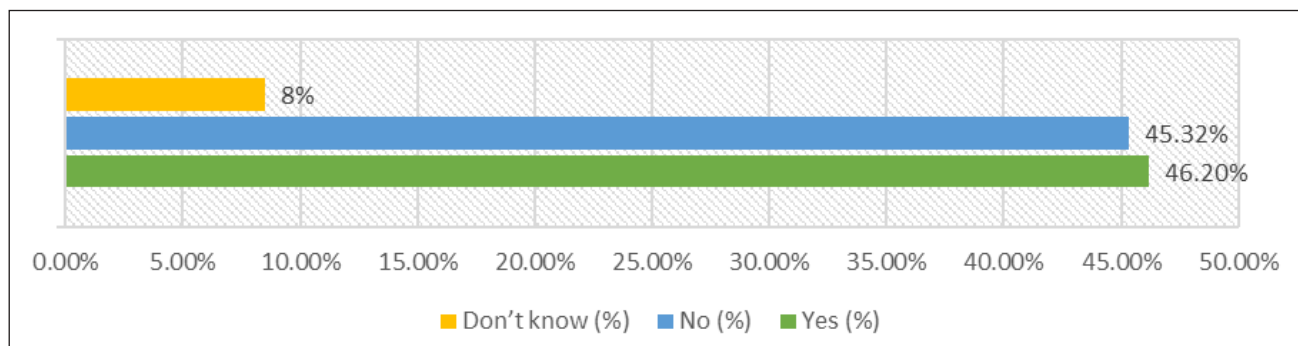


Figure 3.13: Responses of Principals/ HoS regarding Vidyanjali Portal Training

Table 3.14 and Figure 3.13 depict the perception of Principals/HoS regarding proper Vidyanjali Portal Training as a challenge in implementing Vidyanjali programme.

Above table indicates that nearly half of the Principals/HoS (46.20%) responded that lack of proper Vidyanjali Portal Training is a challenge in implementation of the programme, while almost equal proportion (45.32%) reported that it is not a challenge

These results indicate divided opinion among Principals/HoS regarding portal training as a challenge. Almost half of the respondent contradicts other half of the respondent, highlight that although portal training is a concern for Principals/HoS, it is not uniformly perceived as a major implementation challenge across all schools.

Table 3.15: Proper Training of Vidyanjali Portal as a Challenge for Principals/HoS

If No, Awareness of Training programme		Responses of Principals/HoS (%)		
		Yes (%)	No (%)	Do not know (%)
School Login related problems				
A	Raising contribution request on the portal	51 (32.90%)	95 (61.30%)	09 (15.80%)
B	Confirmation to Volunteer	82 (52.90%)	67 (43.23%)	06 (3.87%)
C	Closing the Activity after its completion	72 (46.45%)	76 (49.04%)	07 (4.51%)
Volunteer Login related Problems				
A	Volunteer Registration	59 (38.06%)	86 (55.48%)	10 (6.46%)
B	Volunteer Search contribution request	68 (43.88%)	75 (48.38%)	12 (7.74%)
C	Volunteer-Show interest	86 (55.50%)	60 (38.70%)	9 (5.80%)
D	Submit feedback	69 (44.51%)	74 (47.75%)	12 (7.74%)

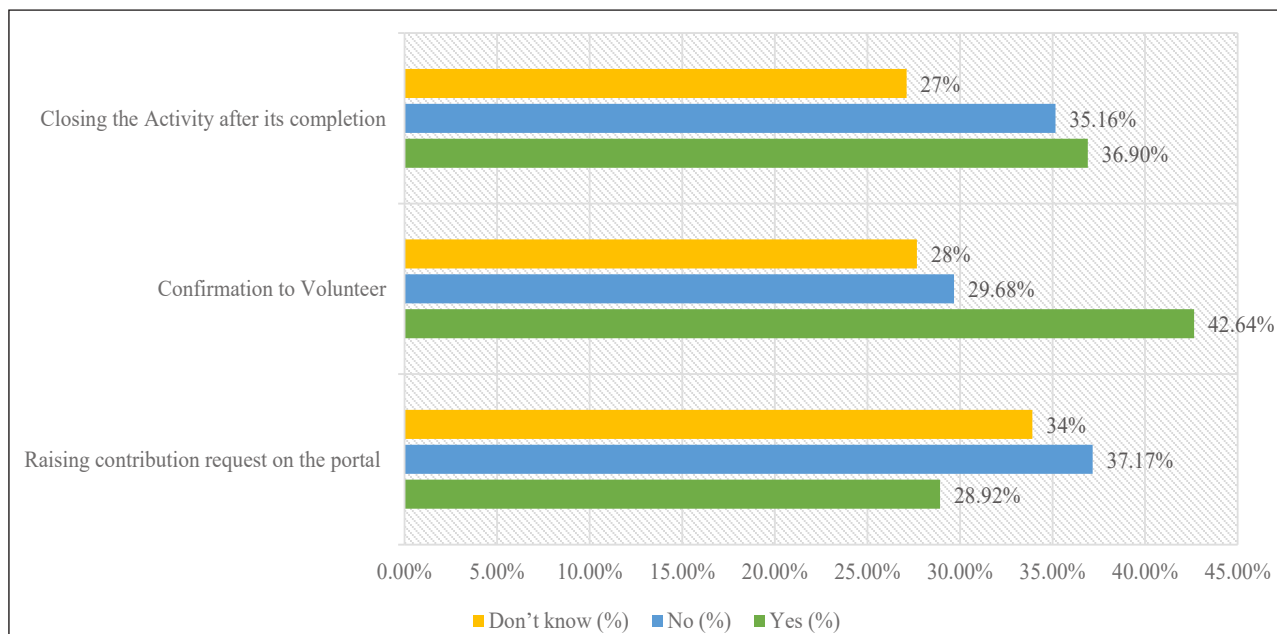


Figure 3.14: Volunteer Login related Problems as perceived by Principals/HoS

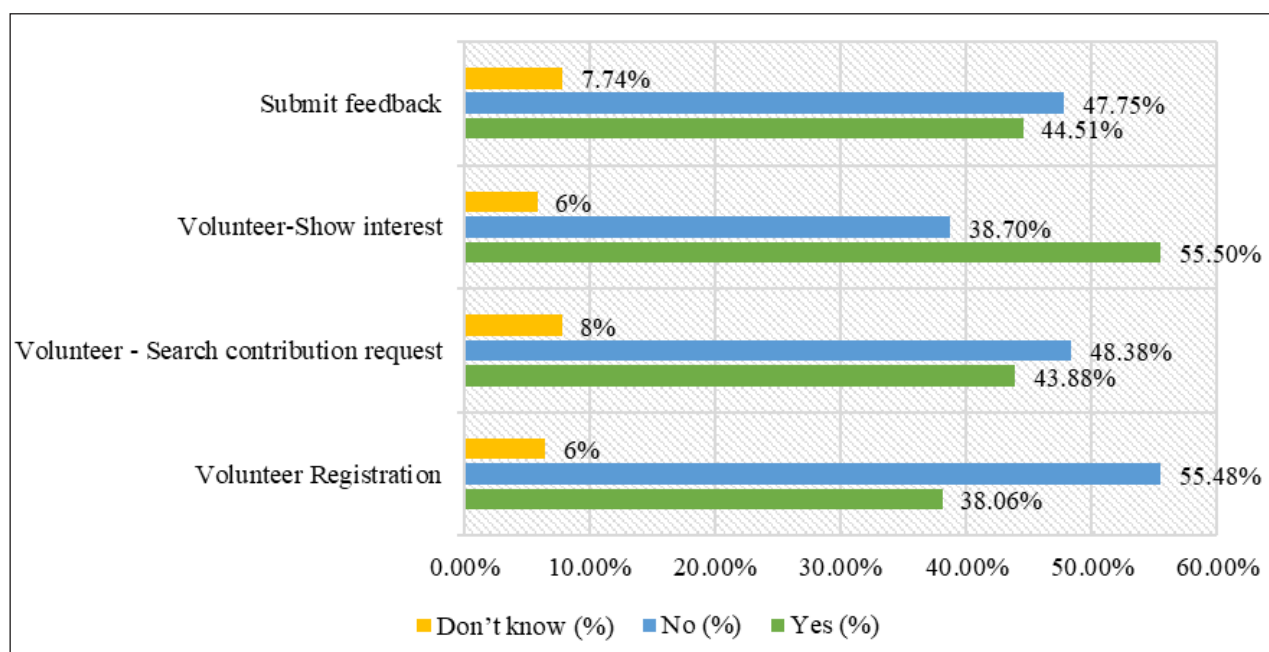


Figure 3.15: School Login related problems Portal as perceived by Principals/HoS

Table 3.15, Figure 3.14 and Figure 3.15 demonstrated the perception of Principals/HoS regarding specific issues related to proper training of Vidyanjali Portal as a challenge in implementation of the programme.

Table 3.15 and Figure 3.14 show school login related problems. More than half of the Principals/HoS (52.90%) responded that confirmation to volunteer is a challenge followed by closing the activity after its completion (46.45%). However, 32.90% perceived raising contribution request on the portal as a challenge, while 61.30% reported that it is not a challenge. Nearly half (49.04%) indicated that closing the activity after completion is not a challenge.

Table 3.15 and Figure 3.15 show volunteer login related problems. Less than half (38.70%) reported that Volunteer does not show interest is a challenge followed by 44.51% who felt that submitting feedback is a challenge and 43.88% who reported difficulty in volunteer searching contribution request. Further, 38.06% perceived volunteer registration as a challenge. However, 38.06% indicated that volunteer registration is a challenge and 43.88% reported that searching contribution request is a challenge.

These results indicate that while basic portal operations are manageable for many Principals/HoS, certain functional aspects such as particularly volunteer engagement and confirmation processes show moderate challenges in effective implementation of the Vidyanjali programme.

3.2.5.2 Challenge for School Vidyanjali In-charges

Table 3.16, Table 3.17, Figure 3.16, Figure 3.17, and Figure 3.18 show the responses of School Vidyanjali In-charges (N=401) of different schools regarding Vidyanjali Portal Training as a challenge.

Table 3.16: Vidyanjali Portal Training as a Challenge for School Vidyanjali In-charges

Statement	Responses of School Vidyanjali In-charges (%)		
	Yes (%)	No (%)	Do not know (%)
Lack of Proper Training of Vidyanjali Portal is a challenge in implementing Vidyanjali programme.	190 (47.38%)	191 (47.64%)	20 (4.98%)

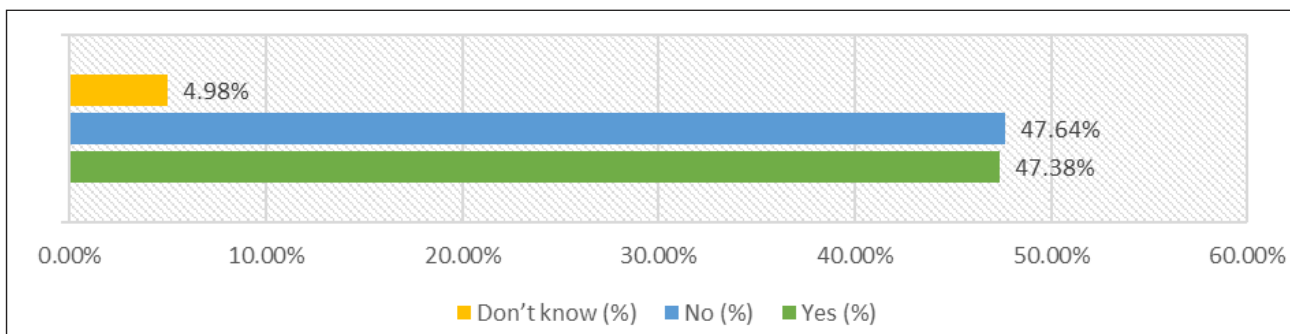


Figure 3.16: Vidyanjali Portal Training as a Challenge for School Vidyanjali In-charges

Table 3.16 and Figure 3.16 show the perception of School Vidyanjali In-charges regarding training of Vidyanjali Portal as a challenge in implementing Vidyanjali programme.

Above table indicates that nearly equal proportion of School Vidyanjali In-charges responded that lack of proper training of Vidyanjali Portal is a challenge (47.38%) and that it is not a challenge (47.64%).

These results reveal a divided opinion among School Vidyanjali In-charges regarding portal training as an implementation challenge, indication that although portal training is a concern for a section of In-charges, it is not uniformly viewed as a major challenge in the implementation of Vidyanjali programme.

Table 3.17: Training of Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

If No, Awareness of Training programme		Figure 3. 16: Vidyanjali Portal Training as a Challenge for School Vidyanjali In-charges		
		Yes (%)	No (%)	Do not know (%)
School Login related problems				
A	Raising contribution request on the portal	116 (28.92%)	149 (37.17%)	136 (33.91%)
B	Confirmation to Volunteer	171 (42.64%)	119 (29.68%)	111 (27.68%)
C	Closing the Activity after its completion	148 (36.90%)	141 (35.16%)	112 (27.94%)
Volunteer Login related Problems				
A	Volunteer Registration	147 (36.66%)	175 (43.64%)	79 (19.70%)
B	Volunteer - Search contribution request	179 (44.64%)	130 (32.41%)	92 (22.95%)
C	Volunteer-Show interest	176 (43.89%)	134 (33.41%)	91 (22.70%)
D	Submit feedback	146 (36.40%)	154 (38.40%)	101 (25.20%)

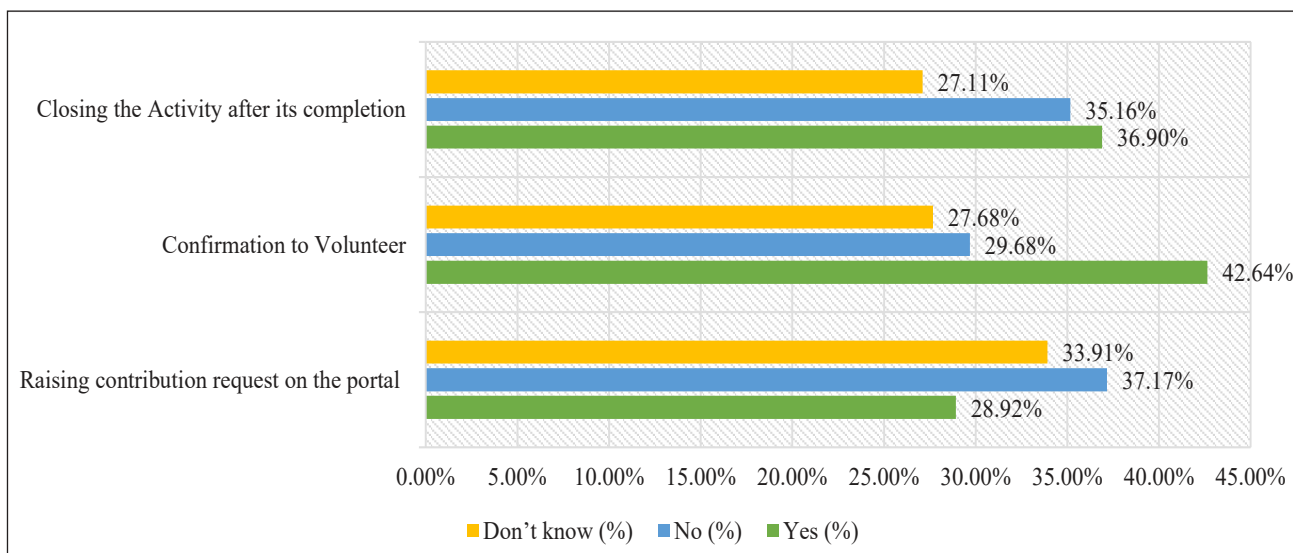


Figure 3.17: School Login related problems as perceived by School Vidyanjali In-charges

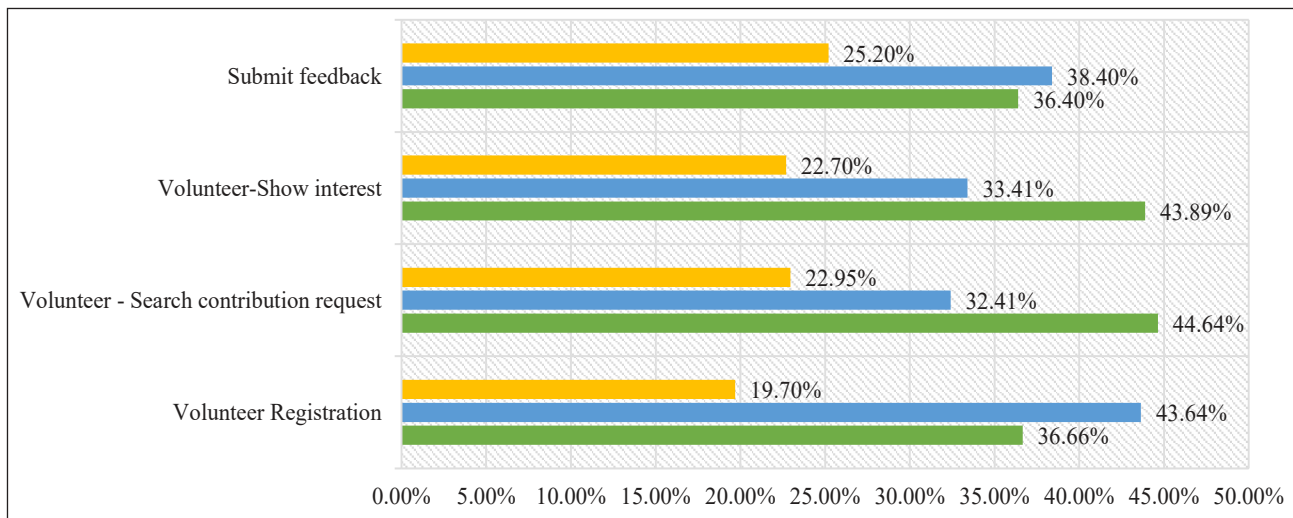


Figure 3.18: Volunteer Login related Problems as perceived by School Vidyanjali In-charges

Table 3.17, Figure 3.17 and Figure 3.18 show the perception of School Vidyanjali In-charges regarding specific issues related to training of Vidyanjali Portal as a challenge in implementation of the programme.

Table 3.17 and Figure 3.17 demonstrate school login related problems. Less than half (42.64%) of School Vidyanjali In-charges reported that confirmation to volunteer is a challenge followed by closing the activity after its completion (36.90%) and raising contribution request on the portal (28.92%). However, 37.17% indicated that raising contribution request is not a challenge and 35.16% reported that closing the activity is not a challenge. A small proportion also selected "Do not know" in raising contribution request (33.91%) and closing the activity (27.94%), indicating uncertainty in handling these portal functions.

Table 3.17 and Figure 3.18 depict volunteer login related problems. More than two-fifth reported that volunteer-search contribution request (44.64%) and volunteer-show interest (43.89%) are challenges, followed by volunteer registration (36.66%) and submitting feedback (36.40%). These results indicate that

while School Vidyanjali In-charges are managing the portal functions to some extent, moderate challenges and uncertainties persist, particularly in volunteer-related login processes and confirmation procedures.

3.2.5.3 As a Challenge for CRCC

Table 3.18, Table 3.19, Figure 3.19, Figure 3.20, and Figure 3.21 show the responses of CRCCs (N= 139) of different districts regarding Lack of Proper Vidyanjali Portal Training as a challenge.

Table 3.18: Lack of Proper Vidyanjali Portal Training as a Challenge for CRCCs

Statement	Responses of CRCCs (%)		
	Yes (%)	No (%)	Don't know (%)
Lack of Proper Training of Vidyanjali Portal is a challenge in implementing Vidyanjali programme.	35 (25.18%)	102 (73.38%)	02 (1.44%)

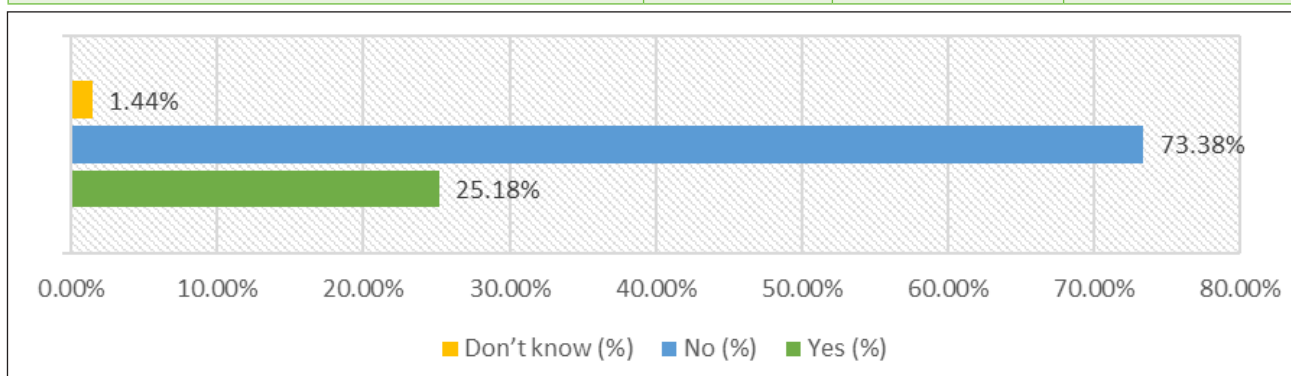


Figure 3.19: Lack of Proper Vidyanjali Portal Training as a Challenge for CRCCs

Table 3.18 and Figure 3.19 show the perception of CRCCs regarding lack of proper Vidyanjali Portal Training as a challenge in implementing Vidyanjali programme.

Above table indicates that majority of the CRCCs (73.38%) responded that lack of proper training of Vidyanjali Portal is not a challenge in implementation of the programme, while 25.18% reported that it is a challenge.

These findings clearly indicate that most of the CRCCs do not perceive lack of portal training as a major barrier in implementing Vidyanjali programme. The comparatively smaller percentage who consider it a challenge indicate that only limited CRCCs face difficulties related to portal training. The results highlight that CRCCs are largely confident and comfortable in handling the Vidyanjali Portal for programme implementation.

Table 3.19: Lack of Proper Training of Vidyanjali Portal as a Challenge for CRCCs

If No, Awareness of Training Programme	Responses of CRCCs (%)		
	Yes (%)	No (%)	Don't know (%)
School Login related problems			
Raising contribution request on the portal	51 (50%)	46 (45.10%)	05 (4.90%)
Confirmation to Volunteer	63 (61.77%)	37 (36.27%)	02 (1.96%)
Closing the Activity after its completion	56 (54.90%)	43 (42.16%)	03 (2.94%)

If No, Awareness of Training Programme	Responses of CRCCs (%)		
	Yes (%)	No (%)	Don't know (%)
Volunteer Login related Problems			
Volunteer Registration	34 (33.34%)	64 (62.74%)	04 (3.92%)
Volunteer Search contribution request	53 (51.96%)	45 (44.12%)	04 (3.92%)
Volunteer-Show interest	55 (53.92%)	43 (42.16%)	04 (3.92%)
Submit feedback	53 (51.96%)	44 (43.14%)	05 (4.90%)

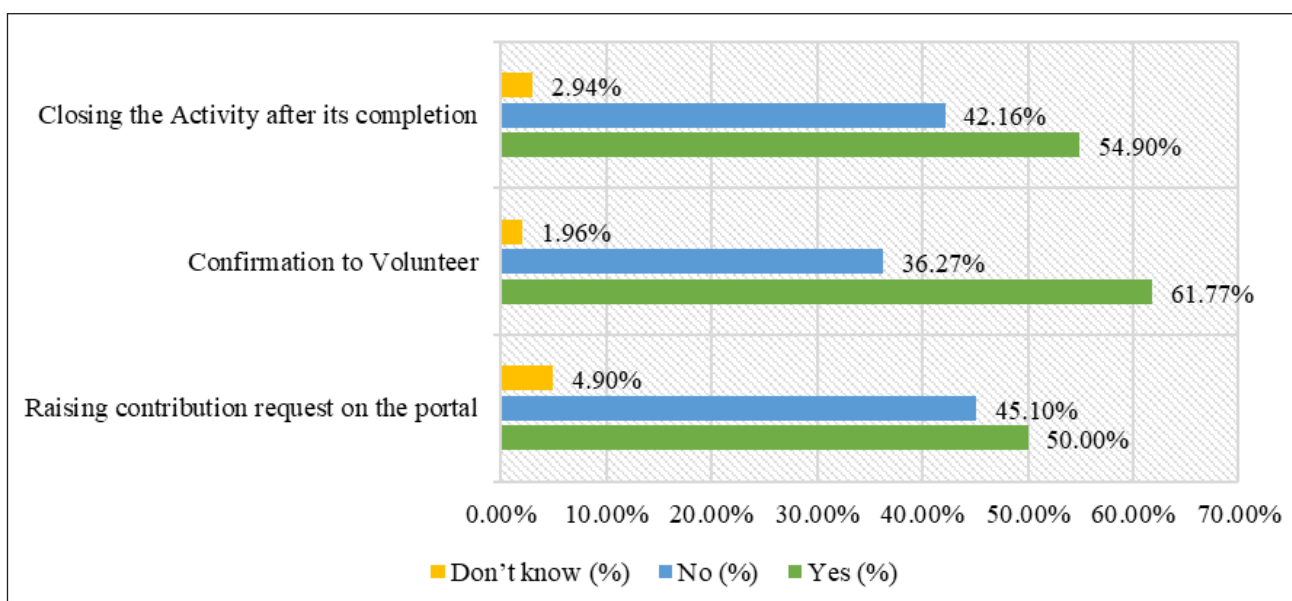


Figure 3.20: School Login related problems of Vidyanjali Portal as a Challenge for CRCCs

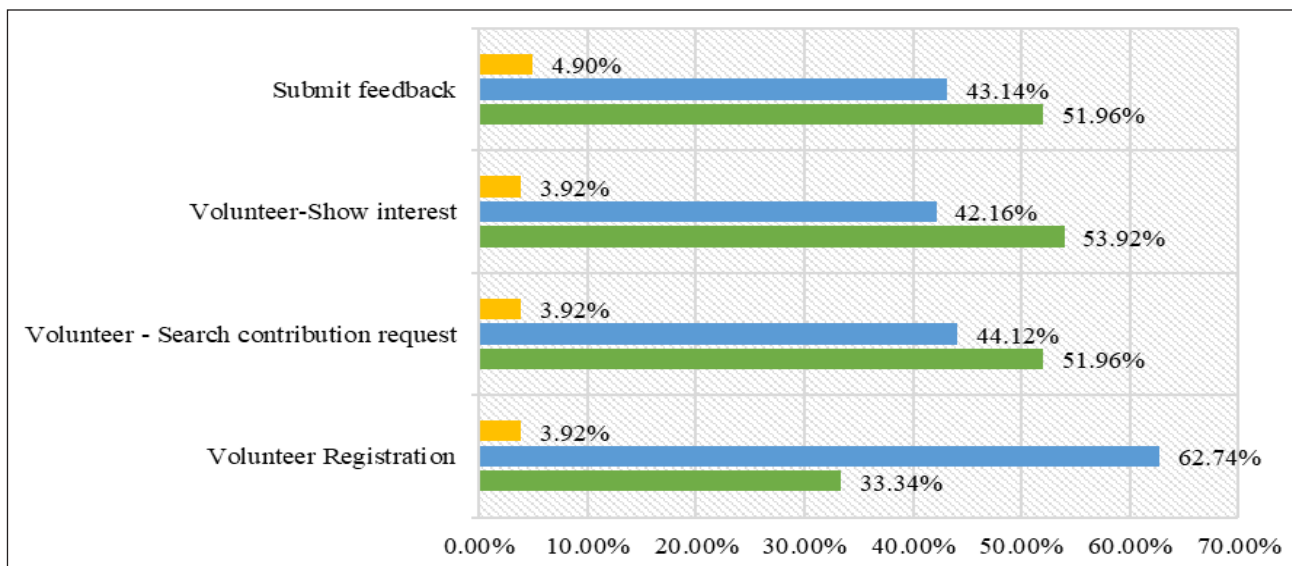


Figure 3.21: Volunteer Login related Problems of Vidyanjali Portal as a Challenge for CRCCs

Table 3.19, Figure 3.20 and Figure 3.21 show the perception of CRCCs regarding issues related to lack of proper training of Vidyanjali Portal as a challenge in implementation of the programme.

Table 3.19 and Figure 3.20 depict the school login related problems, more than half (61.77%) of the CRCCs reported that confirmation to volunteer is a challenge followed by closing the activity after its completion (54.90%) and raising contribution request on the portal (50%). However, 45.10% indicated that raising contribution request is not a challenge and 42.16% reported that closing the activity is not a challenge.

Table 3.19, and Figure 3.21 shows volunteer login related problems, more than half of the CRCCs reported that volunteer–search contribution request (51.96%), submit feedback (51.96%), and volunteer-show interest (53.92%) are challenges. However, more than half (62.74%) indicated that volunteer registration is not a challenge, while 44.12% reported that searching contribution request is not a challenge and 43.14% stated that submitting feedback is not a challenge.

The results indicate portal training as a major challenge, specific functional areas- particularly confirmation processes and volunteer-related activities- pose moderate operational difficulties.

3.2.6 Transfer Issue

3.2.6.1 As a Challenge for Principals/HoS

Table 3.20 and Figure 3.22 show the responses of Principals/HoS (N = 342) of different schools regarding the Transfer Issue as a challenge.

Table 3.20: Transfer Issue as a Challenge for Principals / HoS

Statement	Responses of Principals / HoS (%)		
	Yes (%)	No (%)	Do not know (%)
Transfer Issue as a challenge in implementing Vidyanjali programme.	97 (28.36%)	186 (54.39%)	59 (17.25%)

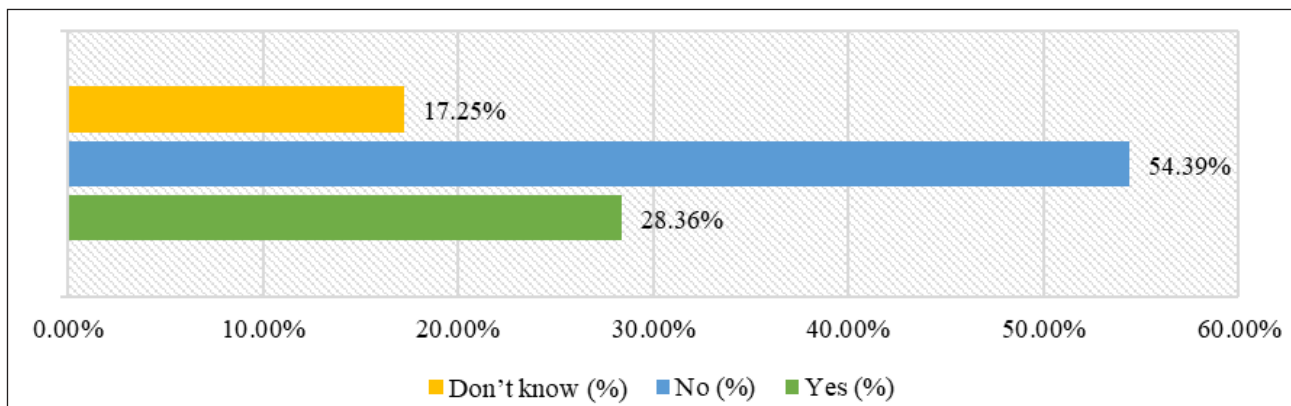


Figure 3.22: Transfer Issue as a Challenge for Principals / HoS

Table 3.20 and Figure 3.22 show the perception of Principals/HoS regarding transfer issue as a challenge in implementing Vidyanjali programme.

Above table indicates that more than half of the Principals/HoS (54.39%) responded that transfer issue is not a challenge in implementation of the programme, while 28.36% reported that it is a challenge. Small percentage (17.25%) of Principals/HoS expressed that they do not know whether transfer issue is a challenge or not.

These results indicate that more than half of the Principals/HoS do not perceive transfer issue as a major barrier in implementing Vidyanjali programme. However, more than one-fourth consider it a challenge, highlighting that administrative transfers may affect continuity of programme implementation in certain cases.

3.2.6.2 As a Challenge for School Vidyanjali In-charges

Table 3.21 and Figure 3.23 show the responses of 401 School Vidyanjali In-charges from different schools regarding the Transfer Issue as a challenge.

Table 3.21: Transfer Issue as a Challenge for School Vidyanjali In-charges

Statement	Responses of School Vidyanjali In-charges (%)		
	Yes (%)	No (%)	Do not know (%)
Transfer Issue as a challenge in implementing Vidyanjali programme.	105 (26.19%)	276 (68.82%)	20 (4.99%)

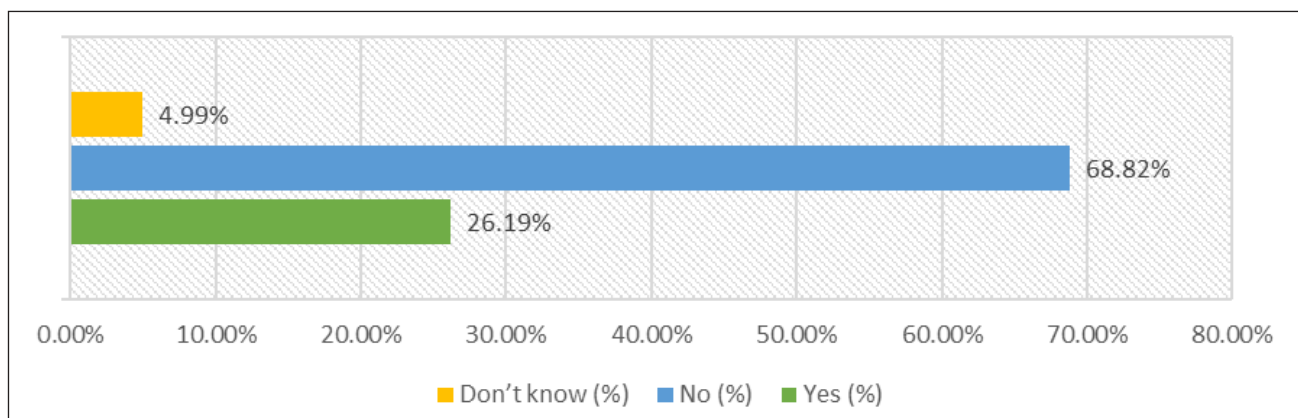


Figure 3.23: Transfer Issue as a Challenge for School Vidyanjali In-charges

Table 3.21 and Figure 3.23 show the perception of School Vidyanjali In-charges regarding transfer issue as a challenge in implementing Vidyanjali programme.

Above table indicates that more than half (68.82%) of the School Vidyanjali In-charges responded that transfer issue is not a challenge in implementation of the programme, while 26.19% reported that it is a challenge.

These results indicate that more than two-thirds of the School Vidyanjali In-charge do not perceive the transfer issue as a major barrier in implementing the Vidyanjali programme. However, about one-fourth consider it a challenge, indicating that transfer of personnel may affect continuity and coordination in certain schools.

3.2.7 Lack of Coordination

3.2.7.1 As a Challenge for Principals/HoS

Table 3.22 and Figure 3.24 show the responses of Principals/HoS (N = 342) of different schools regarding the *lack of Coordination with stakeholders* as a challenge.

Table 3.22 : Lack of Coordination with Stakeholders as a Challenge for Principals / HoS

Responses of Principals/HoS (%)			
Stakeholders	Yes (%)	No (%)	Do not know (%)
School Management Committee Members	44 (12.87%)	293 (85.67%)	05 (1.46%)
Volunteers	126 (36.84%)	208 (60.81%)	08 (2.35%)
School Vidyanjali In-charge	65 (19.00%)	275 (80.40%)	02 (0.60%)
CRCC	69 (20.18%)	268 (78.36%)	05 (1.46%)
DURCC	64 (18.71%)	259 (75.73%)	19 (5.56%)
DIET Faculty	50 (14.61%)	255 (74.58%)	37 (10.81%)

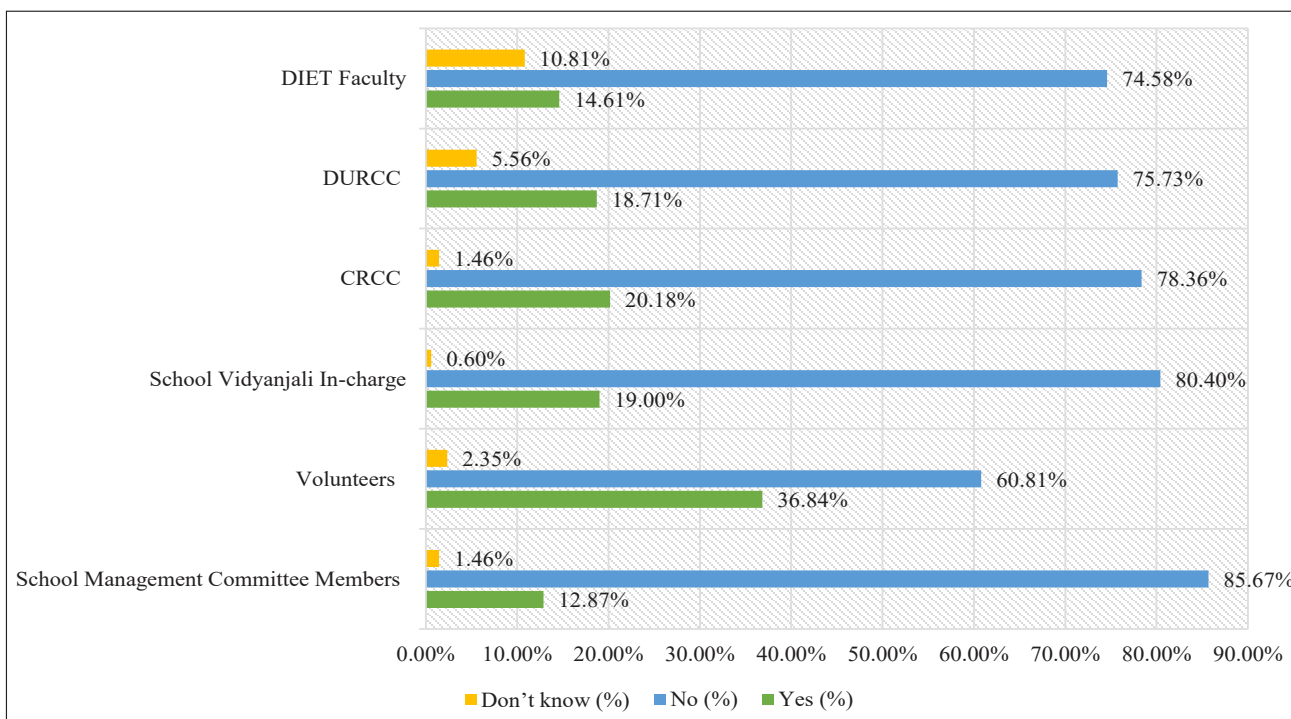


Figure 3.24: Lack of Coordination with Stakeholders as a Challenge for Principals/HoS

Table 3.22 and Figure 3.24 show the perception of Principals/HoS regarding the lack of coordination with stakeholders as a challenge in implementing the Vidyanjali programme.

Above table indicates Principals/HoS responded that lack of coordination with School Management Committee Members (85.67%), School Vidyanjali In-charge (80.40%), CRCC (78.36%), DIET Faculty (74.58%), DURCC (75.73%) and Volunteers (60.81%) is not a challenge in implementation of the programme. These results indicate that Principals/HoS generally do not perceive coordination with most stakeholders as a major challenge.

Table 3.23 : Lack of Coordination in Meeting Activities as a Challenge for of Principals / HoS

Responses of Principals/HoS (%)			
Meeting Activities	Yes (%)	No (%)	Do not know (%)
Scheduling the meeting	64 (18.71%)	262 (76.60%)	16 (4.69%)
Preparing Agenda for the meeting	98 (28.65%)	230 (67.25%)	14 (4.10%)

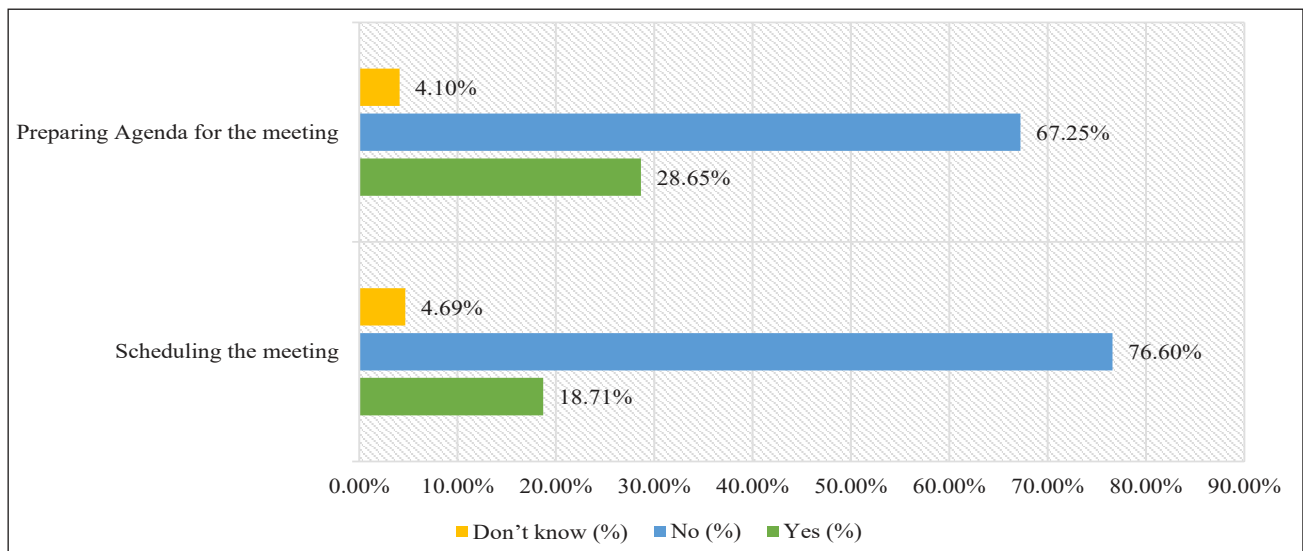


Figure 3. 25: Lack of Coordination in Meetings as a Challenge for Principals / HoS

Table 3.23 and Figure 3.25 demonstrate the perception of Principals/HoS regarding lack of coordination in meeting activities as a challenge in implementing Vidyanjali programme.

The above table indicates that more than three-fourths (76.60%) of the Principals/HoS reported that scheduling the meeting is not a challenge, followed by preparing the agenda for the meeting (67.25%). However, more than one-fourth (28.65%) perceived preparing agenda for the meeting as a challenge, while less than one-fourth (18.71%) reported that scheduling the meeting is a challenge.

These results indicate that most Principals/HoS do not perceive coordination in meeting activities as a significant challenge in implementing Vidyanjali programme. However, some principals agreed that they face difficulty in preparing agenda rather than scheduling meetings, highlighting that planning-related aspects may require relatively more attention.

Table 3.24 : Duration of Interaction of Principals/HoS with School Vidyanjali In-charge about Vidyanjali Programme

Responses of Principals/HoS (%)	
Daily	07(2.05%)
More than 3 time a month	15(4.39%)
More than 3 time a week	08(2.33%)
Once a month	73(21.34%)

Once in a week	124(36.25%)
Thrice a month	07(2.04%)
Thrice in a week	14(4.10%)
Twice in a week	43(12.57%)
Twice a month	51(14.93%)

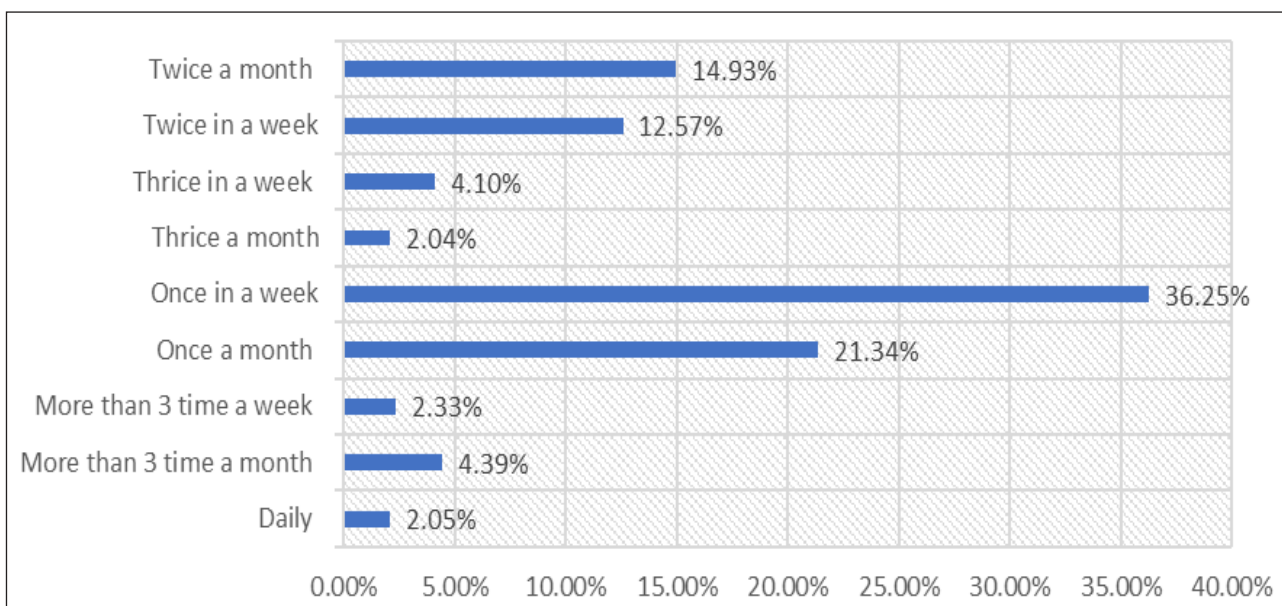


Figure 3.26: Duration of Interaction of Principals/HoS with School Vidyanjali In-charge about Vidyanjali Programme

Table 3.24 and Figure 3.26 indicate the duration of interaction of Principals/HoS with School Vidyanjali In-charge regarding Vidyanjali programme.

Above table indicates that less than half (36.25%) of the Principals/HoS interact with School Vidyanjali In-charge once in a week followed by once a month (21.34%). Further, less than one-fourth (14.93%) reported interaction twice a month and 12.57% reported interaction twice in a week. Few principals interact thrice in a week (4.10%) and more than three times a month (4.39%). Very few reported interaction more than three times a week (2.33%), daily (2.05%), or thrice a month (2.04%).

These results indicate that regular interaction between Principals/HoS and School Vidyanjali In-charge is maintained in most schools, with weekly interaction being the most common pattern. The relatively lower percentage of daily or very frequent interactions highlights that coordination is structured and periodic rather than continuous. The results reflect an active and consistent communication mechanism for effective implementation of Vidyanjali programme.

3.2.7.2 As a Challenge for School Vidyanjali In-charges

Table 3.25 and Figure 3.27 show the responses of School Vidyanjali In-charges (N = 401) of different schools regarding *Lack of Coordination with stakeholders* as a challenge.

Table 3.25 : Lack of Coordination with Stakeholders as a Challenge for School Vidyanjali In-charges

Responses of School Vidyanjali In-charges (%)			
Stakeholders	Yes (%)	No (%)	Do not know (%)
School Management Committee Members	63 (15.71%)	323 (80.55%)	15 (3.74%)
Volunteers	139 (34.67%)	239 (59.60%)	23 (5.73%)
Principal/HoS	44 (10.98%)	351 (87.53%)	06 (1.49%)
CRCC	57 (14.21%)	330 (82.30%)	14 (3.49%)
DIET Faculty	69 (17.20%)	285 (71.08%)	47 (11.72%)

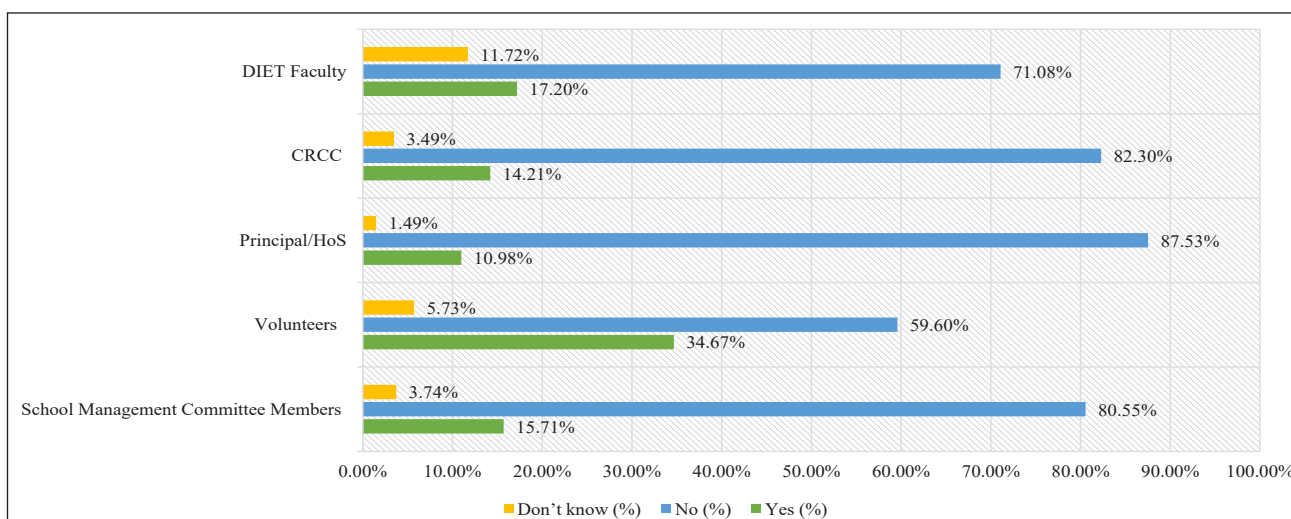


Figure 3.27: Lack of Coordination with Stakeholders as a Challenge for School Vidyanjali In-charges

Table 3.25 and Figure 3.27 show the perception of School Vidyanjali In-charges regarding lack of coordination with stakeholders as a challenge in implementing Vidyanjali programme.

Above table indicates that less than half (34.67%) of the School Vidyanjali In-charges reported that lack of coordination with Volunteers is challenge, followed by with DIET Faculty (17.20%), School Management Committee Members (15.71%), CRCC (14.21%) and Principal/HoS (10.98%).

These results indicate that School Vidyanjali In-charges generally do not perceive coordination with institutional stakeholders as a major challenge.

Table 3.26 : Lack of Coordination in Meeting Activities as a Challenge for School Vidyanjali In-charges

Responses of School Vidyanjali In-charges (%)			
Meeting Activities	Yes (%)	No (%)	Do not know (%)
Scheduling the meeting	98 (24.44%)	274 (68.32%)	29 (7.24%)
Preparing agenda for the meeting	109 (27.18%)	250 (62.34%)	42 (10.48%)
Preparing Minutes of the meeting	105 (26.19%)	243 (60.60%)	53 (13.21%)

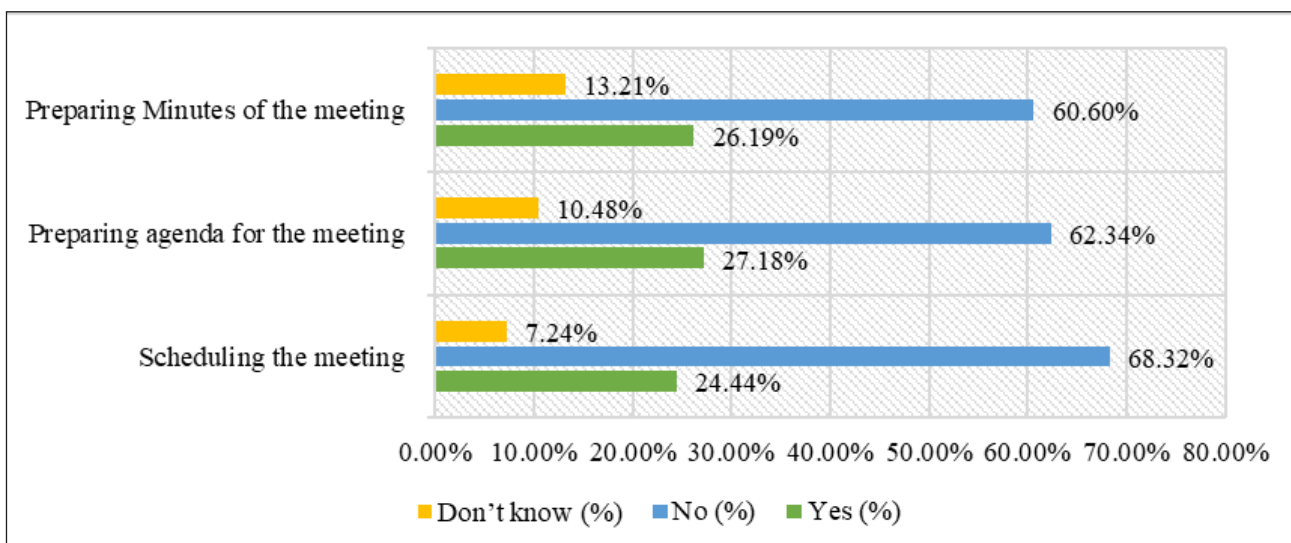


Figure 3.28: Lack of Coordination in Meeting Activities as a Challenge for School Vidyanjali In-charges

Table 3.26 and Figure 3.28 show the perception of School Vidyanjali In-charges regarding lack of coordination in meeting activities as a challenge in implementing Vidyanjali programme.

Above table indicates that more than half (68.32%) of the School Vidyanjali In-charges reported that scheduling the meeting is not a challenge, followed by preparing agenda for the meeting (62.34%) and preparing minutes of the meeting (60.60%).

However, more than one fourth (27.18%) perceived preparing agenda for the meeting as a challenge, followed by 26.19% who reported preparing minutes of the meeting as a challenge and 24.44% who reported scheduling the meeting as a challenge.

These results indicate that meeting coordination appears largely manageable among School Vidyanjali In-charges and not a major challenge in implementing Vidyanjali programme.

Table 3.27: Duration of Interaction of School Vidyanjali In-charge with Principals/HoS about Vidyanjali Programme

Responses of School Vidyanjali In-charges (%)	
Daily	13(3.24%)
More than 3 time a month	31(7.73%)
More than 3 time a week	13(3.24%)
Never	02(0.49%)
Once a month	95(23.70%)
Once a week	117 (29.17%)
Thrice a month	06(1.50%)
Thrice a week	13(3.24%)
Twice a week	47(11.72%)
Twice a month	64(15.97%)

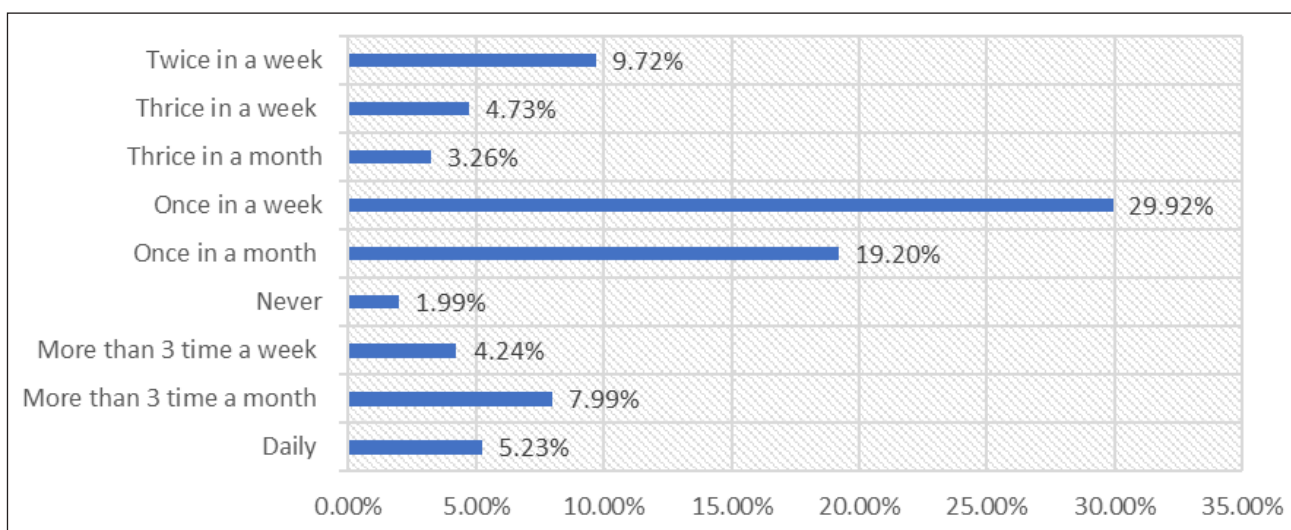


Figure 3.29: Duration of Interaction of School Vidyanjali In-charge with Principals/HoS about Vidyanjali Programme

Table 3.27 and Figure 3.29 illustrate the duration of interactions between School Vidyanjali In-charges and Principals/HoS regarding the Vidyanjali programme. The table shows that over one-fourth (29.17%) of the School Vidyanjali In-charges interact with Principals/HoS once a week, followed by 23.70% who interact once a month. Additionally, 15.97% report interacting twice a month, and 11.72% interact twice a week. A smaller percentage, 7.73%, interact more than three times a month, with 3.24% daily, and another 3.24% more than three times a week. Very few report interacting three times a month (1.50%) or never (0.49%). These results indicate that less than one-fourth of School Vidyanjali In-charges regularly interact with Principals, highlighting that ongoing communication between them is limited.

3.2.7.3 As a Challenge for CRCC

Table 3.28 and Figure 3.30 show the responses of CRCCs (N= 139) of different districts regarding the lack of Coordination with stakeholders as a challenge.

Table 3.28: Lack of Coordination with Stakeholders as a Challenge for CRCCs

Stakeholders	Responses of CRCCs (%)		
	Yes (%)	No (%)	Don't know (%)
DIET Faculty	36(25.90%)	98(70.50%)	05(3.60%)
DURCC	20(14.39%)	117(84.18%)	02(1.43%)
Principal / HoS	35(25.18%)	101(72.66%)	03(2.16%)
School Vidyanjali In-Charge	35(25.18%)	100(71.94%)	04(2.88%)
NGOs	60(43.17%)	63(45.32%)	16(11.51%)
Volunteers	65(46.76%)	66(47.48%)	08(5.76%)
Organizations	54(38.84%)	73(52.52%)	12(8.64%)

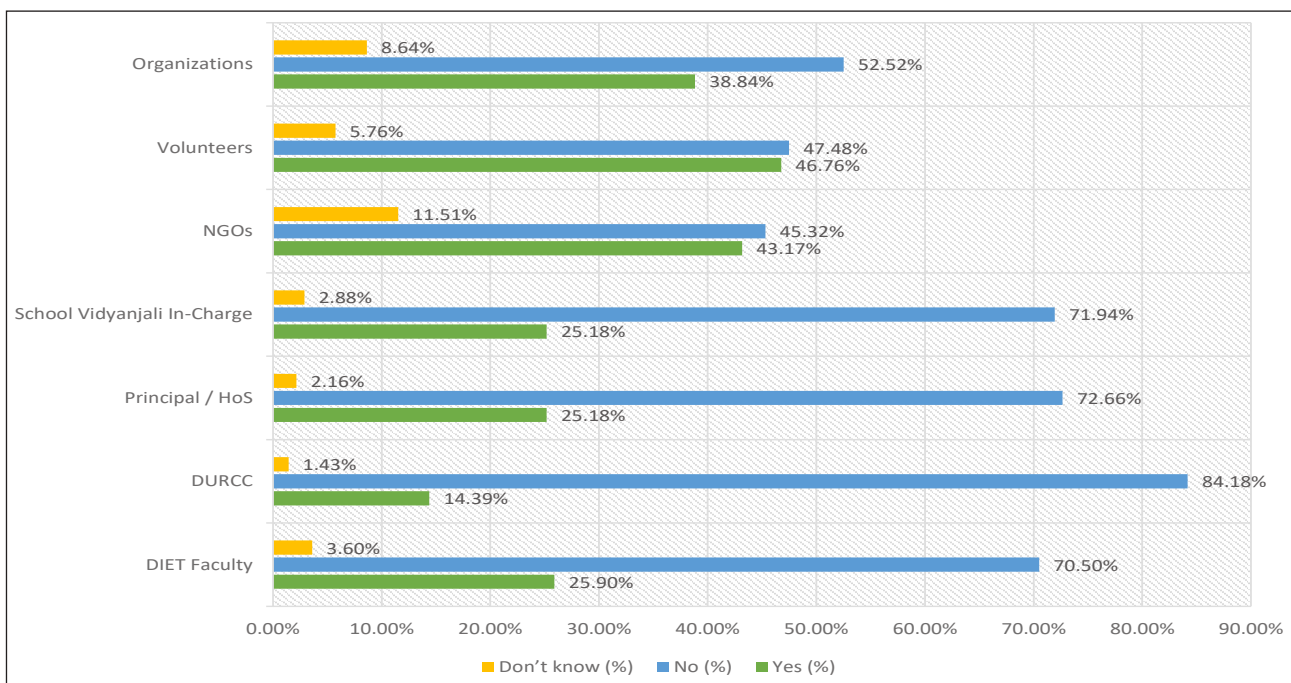


Figure 3.30: Lack of Coordination with Stakeholders as a Challenge for CRCCs

Table 3.28 and Figure 3.30 demonstrate the perception of CRCCs regarding lack of coordination with stakeholders as a challenge in implementing Vidyanjali programme.

Above table indicates that majority of the CRCCs reported that lack of coordination with DURCC (84.18%) is not a challenge, followed by School Vidyanjali In-charge (71.94%), Principal/HoS (72.66%), and DIET Faculty (70.50%). more than half (52.52%), of CRCCs reported lack of coordination with Organizations , less than half (47.48%) with Volunteers followed by NGOs (45.32%) is not a challenge.

However, less than half (46.76%) of the CRCCs perceived lack of coordination with Volunteers as a challenge, followed by NGOs (43.17%), Organizations (38.84%), DIET Faculty (25.90%), School Vidyanjali In-charge (25.18%), Principal/HoS (25.18%), and DURCC (14.39%).

These results indicate that CRCCs generally do not perceive coordination with internal administrative stakeholders as a challenge. However, coordination with Volunteers, NGOs, and external Organizations emerge as challenge. The results indicate that while institutional coordination is largely effective, strengthening linkages with external stakeholders may enhance smoother implementation of the Vidyanjali programme.

3.2.8 Communication Gap

3.2.8.1 As a Challenge for Principals/HoS

Table 3.29 and Figure 3.31 show the responses of Principals/HoS (N=342) of different schools regarding Communication Gap among stakeholders as a challenge.

Table 3.29: Communication Gap between the Stakeholders as a Challenge for Principals/HoS

Responses of Principals/HoS (%)			
Communication Gap Between Stakeholders	Yes (%)	No (%)	Do not know (%)
Volunteers and Principals/HoS	51(14.91%)	277(80.99%)	14(4.10%)
Volunteer and School Vidyanjali In-charge	43(12.58%)	286(83.62%)	13(3.80%)
Principals/HoS and CRCC	32(9.35%)	304(88.89%)	06(1.76%)
CRCC and Vidyanjali Members	31(9.08%)	295(86.25%)	16(4.67%)
Volunteers and CRCC	57(16.66%)	230(67.25%)	55(16.09%)
between School Management Committee Members and Volunteers	75(21.92%)	226(66.85%)	41(11.23%)
between Principals/HoS and School Vidyanjali In-charge	22(6.43%)	317(92.69%)	03(0.88%)
between School Management Committee Members and Principals/HoS	27(7.90%)	310(90.64%)	05(1.46%)
between School Management Committee Members and School Vidyanjali In-Charge	41(11.98%)	293(85.68%)	08(2.34%)

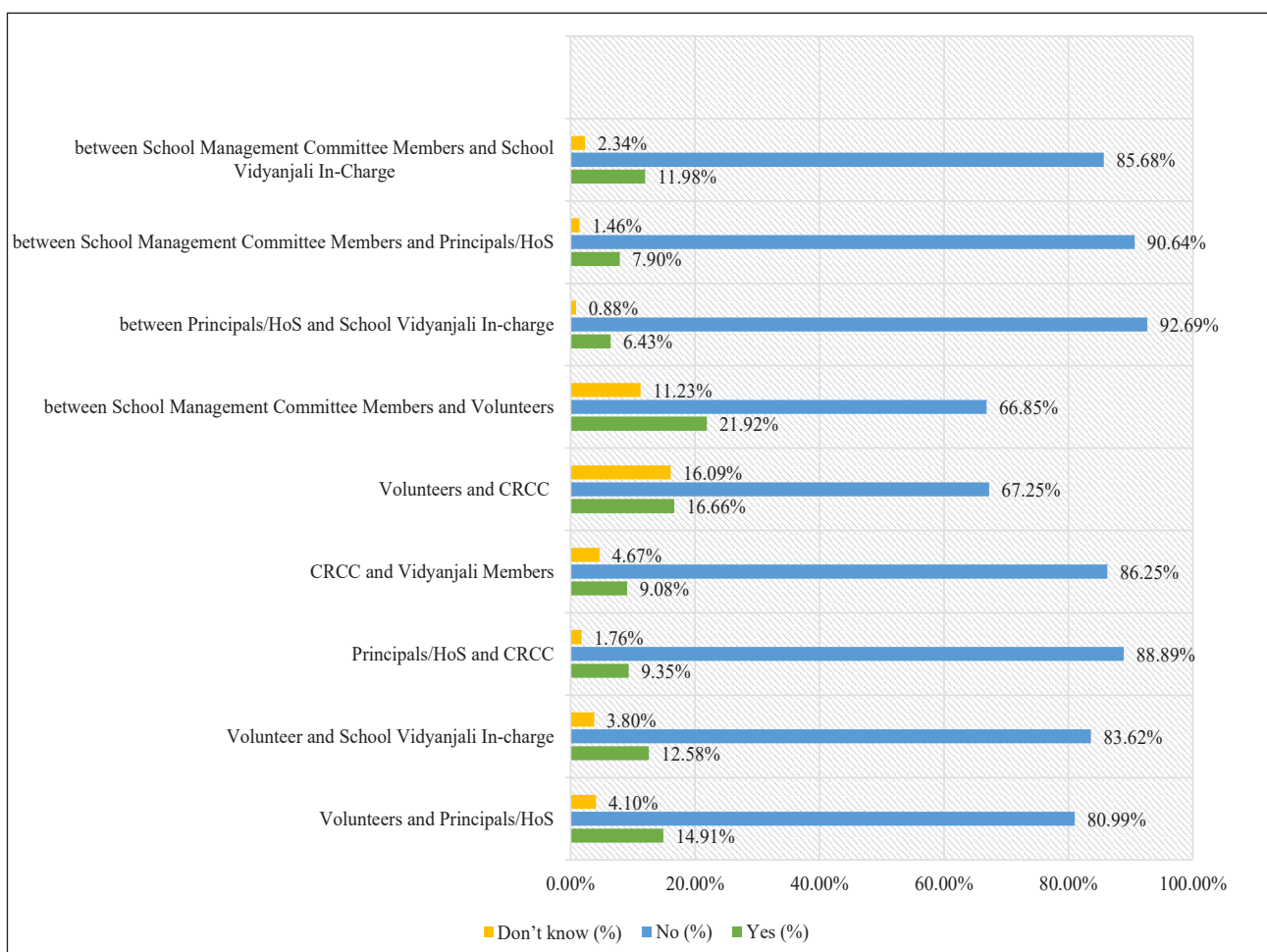


Figure 3.31: Communication Gap between the Stakeholders as a Challenge for Principals/HoS

Table 3.29 and Figure 3.31 exhibit the perception of Principals/HoS regarding communication gap between stakeholders as a challenge in implementing Vidyanjali programme.

Above table indicates that majority (92.69%) of the Principals/HoS reported that communication gap between Principals/HoS and School Vidyanjali In-charge is not a challenge, followed by School Management Committee Members and Principals/HoS (90.64%), Principals/HoS and CRCC (88.89%), and CRCC and Vidyanjali Members (86.25%).

Further, 85.68% reported that communication gap between School Management Committee Members and School Vidyanjali In-charge is not a challenge and 83.62% indicated that communication gap between Volunteer and School Vidyanjali In-charge is not a challenge. 80.99% of the Principals/HoS reported that communication gap between Volunteers and Principals/HoS is not a challenge, and 67.25% reported that communication gap between Volunteers and CRCC is not a challenge.

Less than one-fourth (23.92%) of the Principals/HoS perceived communication gap between Volunteers and CRCC as a challenge, followed by 21.92% between School Management Committee Members and Volunteers, 16.66% between Volunteers and CRCC, 14.91% between Volunteers and Principals/HoS, and 12.58% between Volunteer and School Vidyanjali In-charge.

These results indicate that Principals/HoS do not perceive communication gap among institutional stakeholders as a major challenge. However, communication involving Volunteers emerges as a challenge. The results imply that while internal administrative communication is strong, strengthening communication channels with Volunteers may further improve effective implementation of the Vidyanjali programme.

3.2.8.2 As a Challenge for School Vidyanjali In-charges

The Table 3.30 and Figure 3.32 show the responses of 401 School Vidyanjali In-charges of different schools regarding Communication Gap among stakeholders as a challenge.

Table 3.30: Communication Gap between the Stakeholders as a Challenge for School Vidyanjali In-charges

Responses of School Vidyanjali In-charges (%)			
Communication Gap Between Stakeholders	Yes (%)	No (%)	Do not know (%)
Volunteers and Principals/HoS	48(11.97%)	313(78.05%)	40(9.98%)
Principals/HoS and School Vidyanjali In-charge	18(4.48%)	376(93.78%)	07(1.74%)
Volunteers and School Vidyanjali In-charge	58(14.46%)	329(82.04%)	14(3.50%)
Principals/HoS and CRCC	29(7.23%)	334(83.29%)	38(9.48%)
CRCC and Vidyanjali Members	44(10.98%)	340(84.79%)	17(4.23%)
Volunteers and CRCC	64(15.96%)	251(62.60%)	86(21.44%)
Parents and School Vidyanjali In-charge	71(17.70%)	307(76.55%)	23(5.75%)
Teachers and School Vidyanjali In-charge	38(9.48%)	358(89.28%)	05(1.24%)
Students and School Vidyanjali In-charge	28(6.98%)	367(91.52%)	06(1.50%)

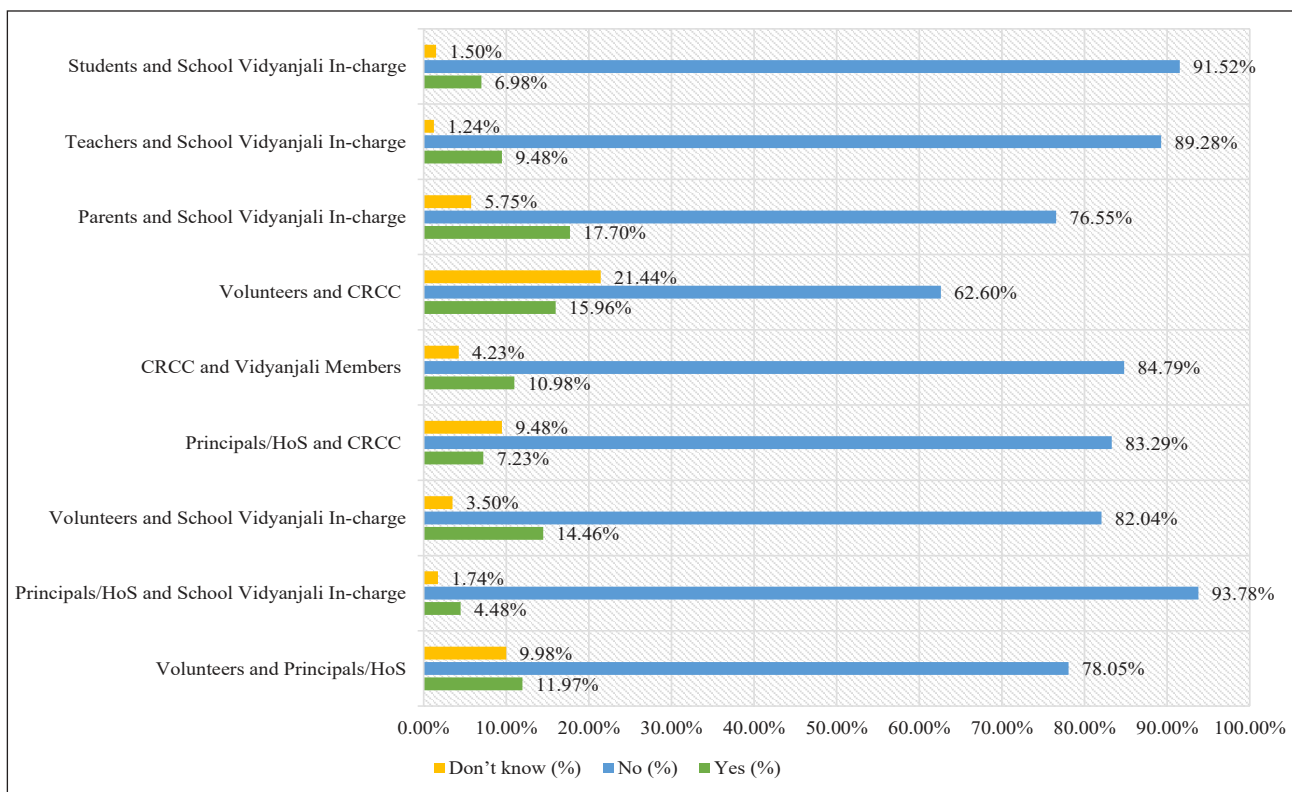


Figure 3.32: Communication Gap between the Stakeholders as a Challenge for School Vidyanjali In-charges

Table 3.30 and Figure 3.32 show the perception of School Vidyanjali In-charges regarding communication gap between stakeholders as a challenge in implementing Vidyanjali programme.

Above table indicates that majority (93.78%) of the School Vidyanjali In-charges reported that communication gap between Principals/HoS and them is not a challenge, followed by Students and them (91.52%) and Teachers and them (89.28%). Further, 84.79% instructors agreed that communication gap between CRCC and Vidyanjali Members is not a challenge and 83.29% reported that Principals/HoS and CRCC do not face communication gap. Moreover, 82.04% stated that communication gap between Volunteers and School Vidyanjali In-charge is not a challenge, while more than third fourth reported that communication gap between Volunteers and Principals/HoS is not a challenge (78.05%) followed by (76.55%) reported that communication gap between Parents and School Vidyanjali In-charge is not a challenge, and more than half (62.60%) indicated that communication gap between Volunteers and CRCC is not a challenge.

However, few School Vidyanjali In-charges perceived communication gap between Volunteers and CRCC (15.96%) and 14.46% between Volunteers and School Vidyanjali In-charge. Further, 11.97% reported communication gap between Volunteers and Principals/HoS, and 10.98% between CRCC and Vidyanjali Members. A very few agreed that challenges between Parents and School Vidyanjali In-charge (7.70%) followed by a 4.48% reported communication gap between internal stakeholders such as Principals/HoS and School Vidyanjali In-charge.

These results highlighted that School Vidyanjali In-charges do not perceive communication gap among internal stakeholders as a major challenge. However, communication involving Volunteers and Parents

emerges as comparatively greater concerns. The results indicate that while institutional communication mechanisms are strong, improving communication with external stakeholders may further strengthen effective implementation of the Vidyanjali programme.

3.2.8.3 As a Challenge for CRCC

The Table 3.31 and Figure 3.33 show the responses of CRCC (N = 139) of different districts regarding Communication Gap among stakeholders as a challenge.

Table 3.31: Communication Gap between the Stakeholders as a Challenge for CRCC

Communication Gap Between Stakeholders	Responses of CRCC (%)		
	Yes (%)	No (%)	Don't Know (%)
Principal / HoS and CRCC	8 (5.76%)	130 (93.52%)	01 (0.72%)
CRCC and School Vidyanjali In-charge	14 (10.08%)	124 (89.20%)	01 (0.72%)
CRCC and Volunteer	44 (31.65%)	86 (61.87%)	09 (6.48%)

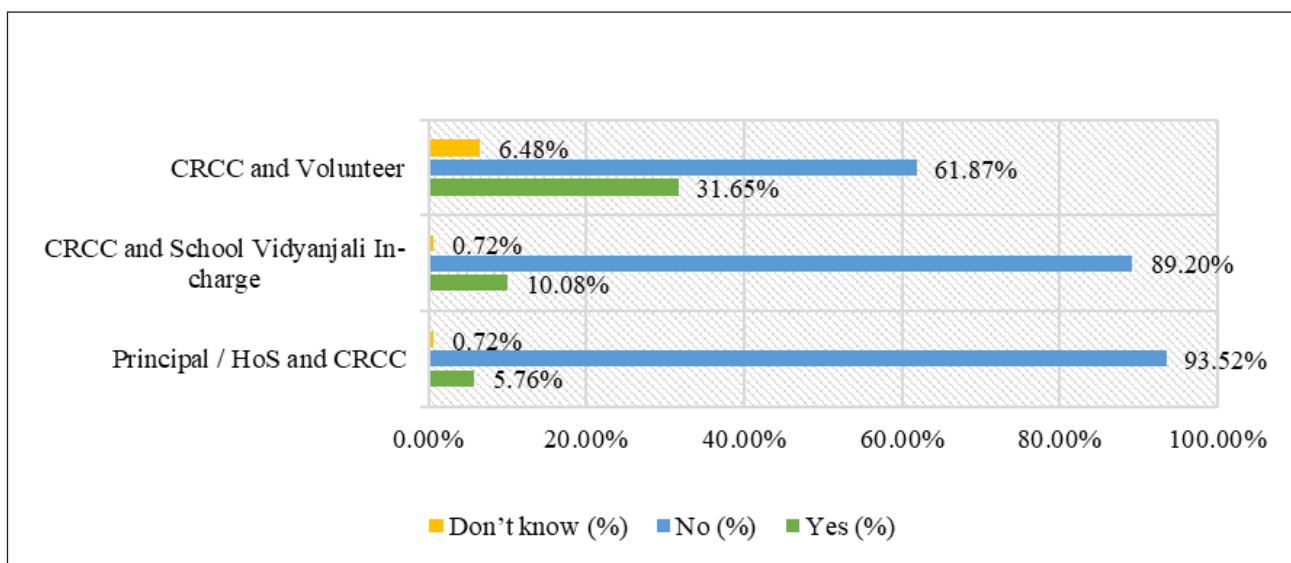


Figure 3.33: Communication Gap between the Stakeholders as a Challenge for CRCC

Table 3.31 and Figure 3.33 demonstrate the perceptions of CRCCs regarding communication gap between stakeholders as a challenge in implementing the Vidyanjali programme.

The table indicates that a large majority of CRCCs reported that communication gap between Principal/HoS and other stakeholders is not a challenge in the implementation of the programme. Similarly, more than half of the CRCCs indicated that communication gap between Volunteers and CRCC is not a challenge. These findings reflect that coordination and communication mechanisms among key institutional stakeholders are largely functioning effectively.

However, smaller proportions of CRCCs perceived communication gaps between certain stakeholders as a challenge in implementation. The results highlight that CRCCs generally do not perceive communication

gap among stakeholders as a major challenge in the Vidyanjali program however, a limited number acknowledge that communication issues exist in specific contexts.

3.2.9 Lack of Awareness about Vidyanjali Portal

3.2.9.1 As a Challenge for Principals/HoS

The Table 3.32 and Figure 3.34 show the responses of Principals/HoS (N= 342) of different schools regarding Lack of Awareness about Vidyanjali Portal as a Challenge.

Table 3.32 : Lack of Awareness about Vidyanjali Portal as a Challenge for Principals / HoS

Statement	Responses of Principals/HoS (%)		
	Yes (%)	No (%)	Do not know (%)
Lack of Awareness about Vidyanjali Portal as a Challenge	95 (27.78%)	230 (67.25%)	17 (4.97%)

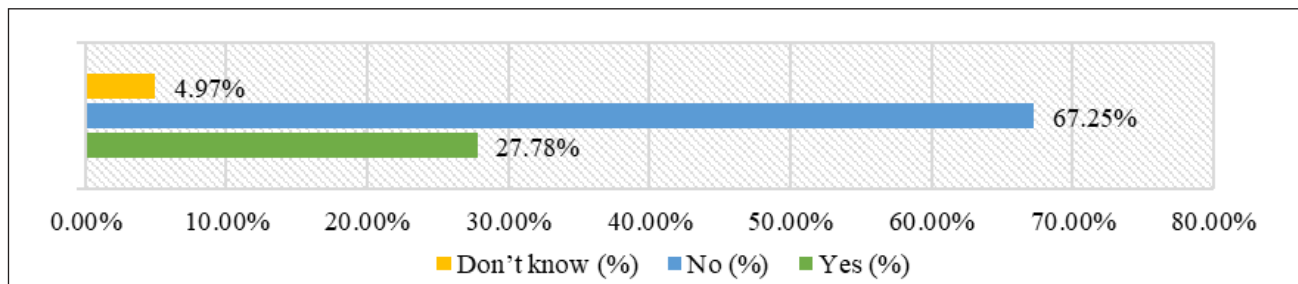


Figure 3.34: Lack of Awareness about Vidyanjali Portal as a challenge for Principals / HoS

Table 3.32 and Figure 3.34 exhibit the perception of Principals/HoS regarding lack of awareness about Vidyanjali Portal as a challenge in implementing Vidyanjali programme.

Above table indicates that majority of the Principals/HoS (67.25%) responded that lack of awareness about Vidyanjali Portal is not a challenge in implementation of the programme, while 27.78% reported that it is a challenge.

These results indicate that most Principals/HoS are aware of the Vidyanjali Portal and do not perceive lack of awareness as a major barrier in programme implementation. However, more than one-fourth consider it a challenge. The results highlighted that although awareness about the portal is generally adequate, targeted orientation may further strengthen effective implementation.

Table 3.33: Lack of Awareness about Vidyanjali Portal as a Challenge for Principals / HoS

If No, Lack of Awareness about Vidyanjali Portal		Responses of Principals/HoS (%)		
		Yes (%)	No (%)	Do not know (%)
A	Have you explored Vidyanjali portal?	190 (82.60%)	13 (5.66%)	27 (11.74%)
B	Have you explored Vidyanjali website?	207 (90%)	07 (3.05%)	16 (6.95%)
C	Is Vidyanjali portal mobile friendly?	164 (71.30%)	40 (17.40%)	26 (11.30%)
D	Can you Handle Volunteer's Vidyanjali portal?	167 (72.60%)	38 (16.52%)	25 (10.88%)

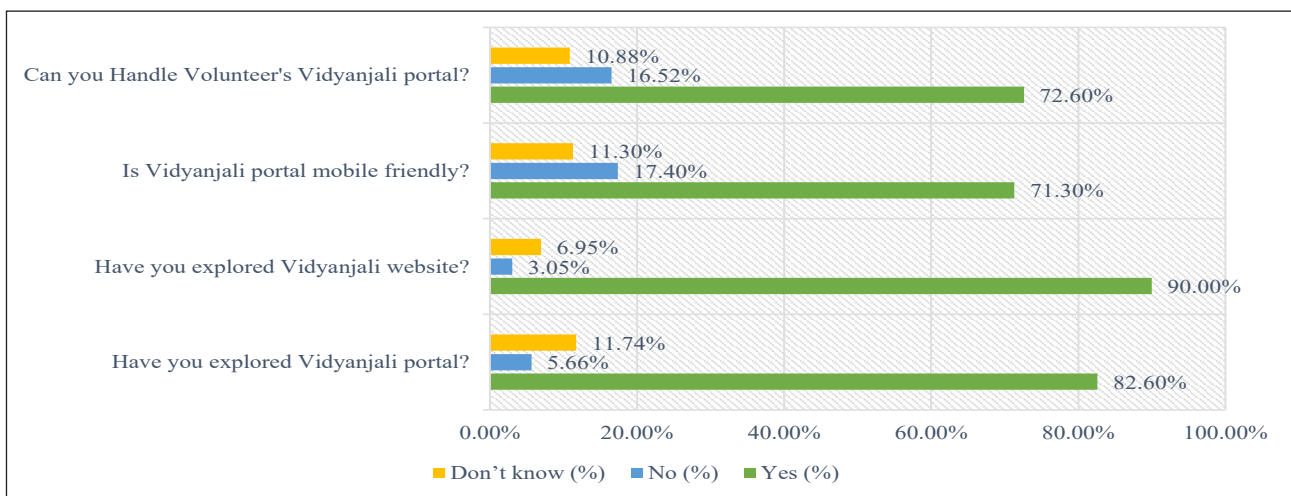


Figure 3.35: Lack of Awareness about Vidyanjali Portal as a Challenge for Principals / HoS

Table 3.33 and Figure 3.35 illustrate the perception of Principals/HoS regarding awareness about Vidyanjali Portal and its related functionalities.

Above table indicates that majority of the Principals/HoS have explored the Vidyanjali website (90%), followed by 82.60% who have explored the Vidyanjali portal. Further, 72.60% reported that they can handle the Volunteer's Vidyanjali portal and 71.30% agreed that the portal is mobile friendly. However, 17.40% indicated that the portal is not mobile friendly and 16.52% reported that they cannot handle the Volunteer's Vidyanjali portal.

These results indicate that most Principals/HoS are aware of and have explored the Vidyanjali portal and website. The results reflect satisfactory awareness and functional familiarity with the Vidyanjali Portal among Principals/HoS, though scope for technical improvement and capacity enhancement remains.

3.2.9.2 As a Challenge for School Vidyanjali In-charge

Table 3.34 and Figure 3.36 show the responses of School Vidyanjali In-charges (N= 401) of different schools regarding Lack of Awareness about Vidyanjali Portal as a Challenge.

Table 3.34: Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

Statement	Responses of School Vidyanjali In-charges (%)		
	Yes (%)	No (%)	Do not know (%)
Lack of Awareness about Vidyanjali Portal as a Challenge	109 (27.18%)	283 (70.57%)	09 (2.23%)

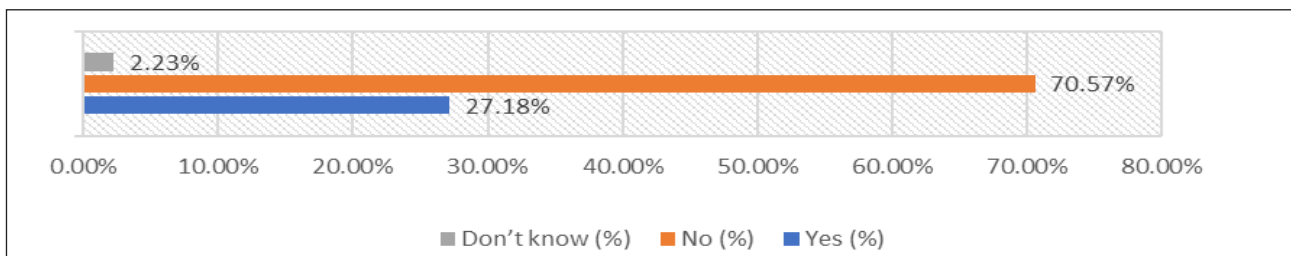


Figure 3.36: Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

Table 3.34 and Figure 3.36 show the perception of School Vidyanjali In-charges regarding lack of awareness about Vidyanjali Portal as a challenge in implementing Vidyanjali programme.

Above table indicates that majority of the School Vidyanjali In-charges (70.57%) responded that lack of awareness about Vidyanjali Portal is not a challenge in implementation of the programme, while 27.18% reported that it is a challenge. A very small proportion (2.23%) expressed that they do not know whether it is a challenge or not.

These results indicate that most School Vidyanjali In-charges are aware of the Vidyanjali Portal and do not perceive lack of awareness as a major barrier in programme implementation. Highlighting that although awareness about the portal is generally adequate among School Vidyanjali In-charges, further orientation and training may strengthen effective implementation.

Table 3.35: Status of Lack of Awareness about Vidyanjali Portal of School Vidyanjali In-charges

Responses of School Vidyanjali In-charges (%)			
If No, Lack of Awareness about Vidyanjali Portal	Yes (%)	No (%)	Do not know (%)
Explored Vidyanjali portal	293(73.08%)	24(5.98%)	84(20.94%)
Explored Vidyanjali website	311(77.57%)	25(6.23%)	65(16.20%)
Vidyanjali portal mobile friendly	226(56.37%)	98(24.43%)	77(19.20%)
Difficulty in handling Vidyanjali portal	130(32.41%)	183(45.65%)	88(21.94%)

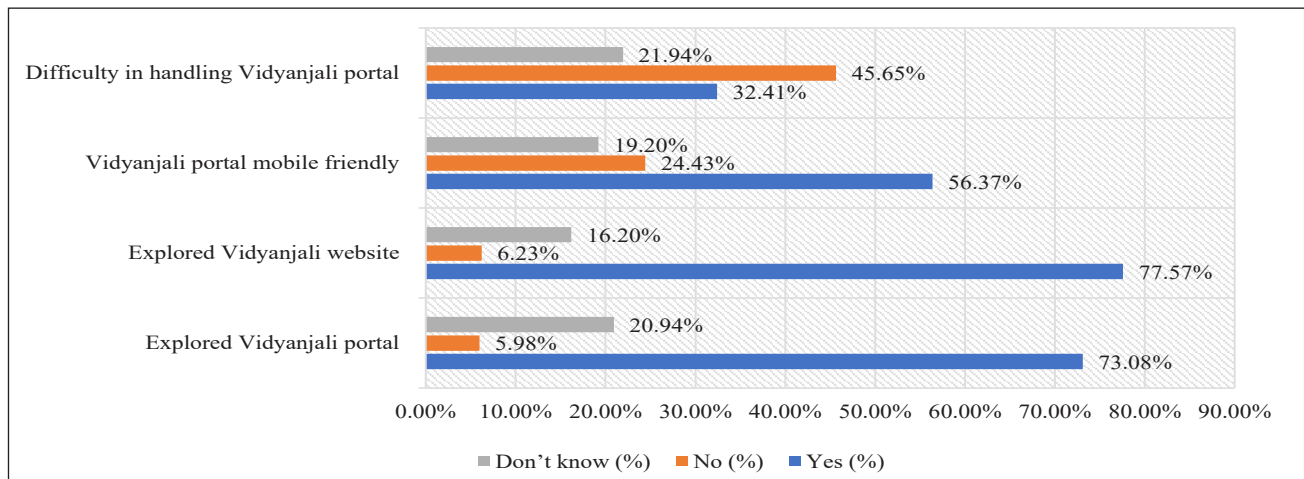


Figure 3.37: Lack of Awareness about Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

Table 3.35 and Figure 3.37 depicted the status of awareness about Vidyanjali Portal among School Vidyanjali In-charges.

Above table indicates that majority of the School Vidyanjali In-charges have explored the Vidyanjali website (77.57%) followed by 73.08% who have explored the Vidyanjali portal. More than half (56.37%) reported that the Vidyanjali portal is mobile friendly. However, 32.41% reported difficulty in handling the Vidyanjali portal, while 45.65% indicated that they do not face difficulty in handling it.

These findings indicate that most School Vidyanjali In-charges are aware of and have explored the Vidyanjali portal and website reflecting satisfactory awareness levels, though continued capacity building may enhance ease of portal usage.

3.2.10. Login Related Issues

3.2.10.1 As a Challenge for Principals/HoS

The Table 3.36 and Figure 3.38 show the responses given by 342 Principals/HoS of different schools regarding Login Related Issues on Vidyanjali Portal as a challenge.

Table 3.36 : Login Related Issues on Vidyanjali Portal as a Challenge for Principals/HoS

Login Related Issues on Vidyanjali Portal	Responses of Principals/HoS (%)		
	Yes (%)	No (%)	Do not know (%)
Able to login to the Vidyanjali portal	241 (70.47%)	69 (20.18%)	32 (9.35%)
Able to upload the required information on the portal	251 (73.39%)	57 (16.67%)	34 (9.94%)
Not sharing password with School Vidyanjali In-charge	51 (14.91%)	256 (74.86%)	35 (10.23%)

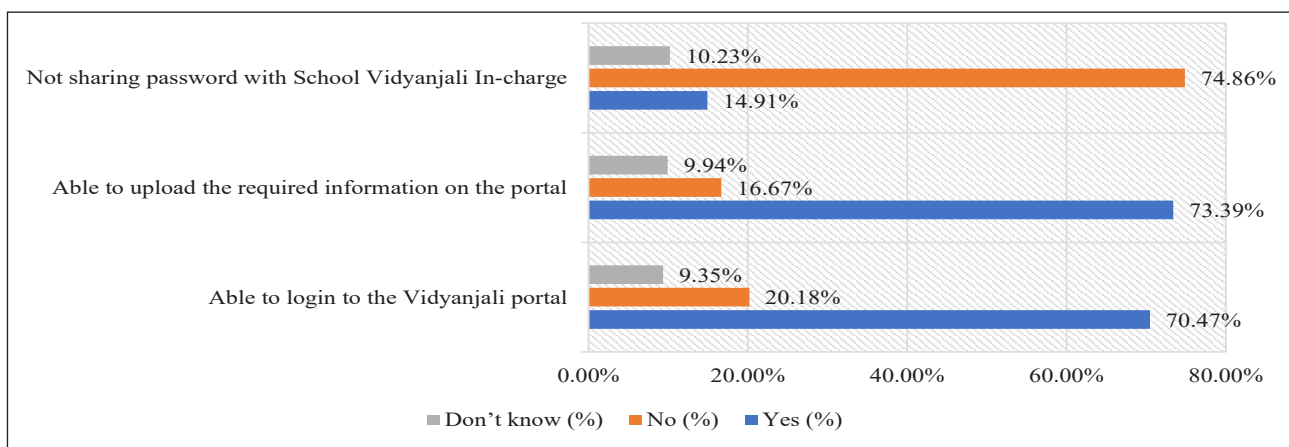


Figure 3.38: Login Related Issues on Vidyanjali Portal as a Challenge for Principals/HoS

Table 3.36 and Figure 3.38 demonstrate the perception of Principals/HoS regarding login related issues on Vidyanjali Portal as a challenge in implementing Vidyanjali programme.

Above table indicates that majority of the Principals/HoS reported that they are able to upload the required information on the portal (73.39%) followed by 70.47% who stated that Further, 74.86% indicated that not sharing password with School Vidyanjali In-charge is not an issue. However, 20.18% reported difficulty in logging into the portal and 16.67% indicated difficulty in uploading required information. A smaller proportion (14.91%) reported that not sharing password with School Vidyanjali In-charge is an issue. However, a moderate proportion experience operational difficulty, suggesting the need for minor technical support and guidance to ensure smooth portal functioning.

Table 3.37: Duration of Login to the Vidyanjali Portal of Principals/HoS

Responses of Principals/HoS (%)	
Daily	12 (3.50%)
More than 3 times a month	17 (4.97%)
More than 3 times a week	12 (3.50%)
Never	17 (4.97%)

Responses of Principals/HoS (%)	
Once a month	86 (25.14%)
Once a week	109 (31.88%)
Thrice a month	08 (2.34%)
Thrice a week	13 (3.80%)
Twice a week	38 (11.12%)
Twice a month	30 (8.78%)

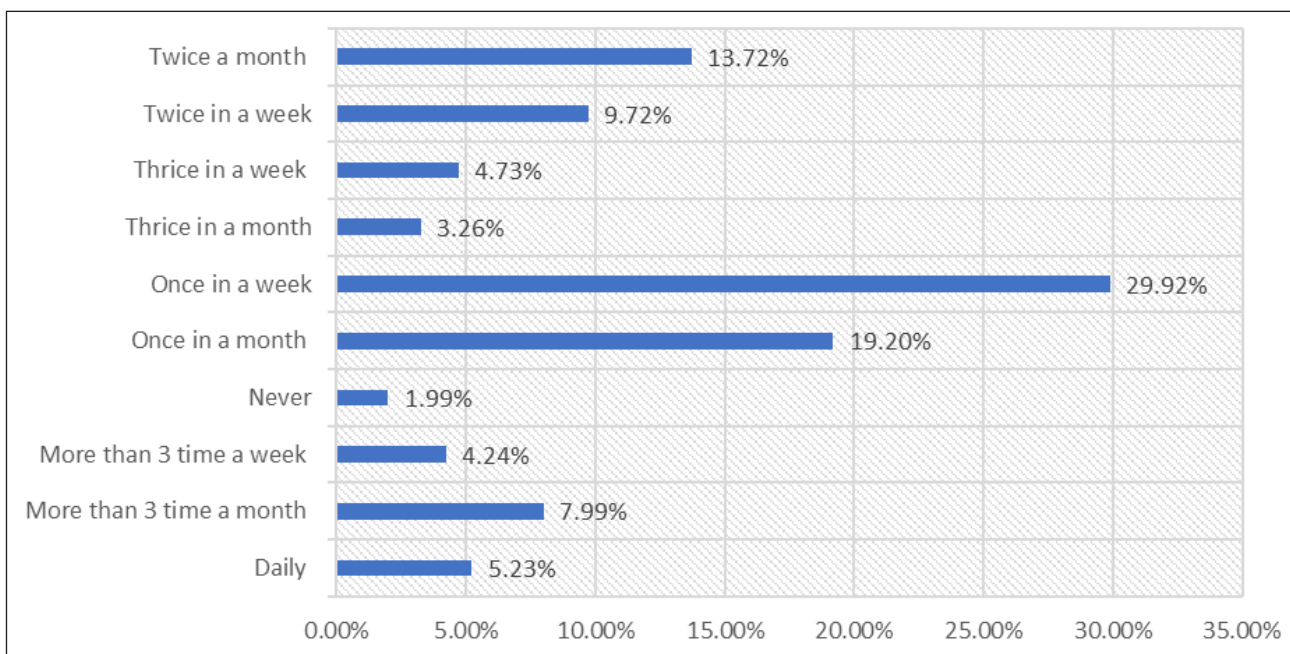


Figure 3.39: Duration of Login to the Vidyanjali Portal of Principals/HoS

Table 3.37 and Figure 3.39 indicate the duration of login to the Vidyanjali Portal by Principals/HoS.

Above table indicates that majority of the Principals/HoS log in to the Vidyanjali Portal once a week (31.88%) followed by once a month (25.14%). Further, 11.12% reported logging in twice a week and 8.78% twice a month. Smaller proportions indicated logging in more than three times a month (4.97%) and thrice a week (3.80%). Very few reported logging in daily (3.50%) or more than three times a week (3.50%), while 4.97% reported that they never log in to the portal. These results indicate that most Principals/HoS access the Vidyanjali Portal on a weekly or monthly basis rather than daily.

3.2.10.2 As a Challenge for School Vidyanjali In-charges

Table 3.38 and Figure 3.40 show the responses given by 401 School Vidyanjali In-charges of different schools regarding Login Related Issues on Vidyanjali Portal as a challenge.

Table 3.38: Login Related Issues on Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

Login Related Issues on Vidyanjali Portal	Responses of School Vidyanjali In-charges (%)		
	Yes (%)	No (%)	Do not know (%)
Able to login to the Vidyanjali portal	298 (74.31%)	71 (17.70%)	32 (7.99%)

Login Related Issues on Vidyanjali Portal	Responses of School Vidyanjali In-charges (%)		
	Yes (%)	No (%)	Do not know (%)
Able to upload the required information on the portal	273 (68.08%)	92 (22.94%)	36 (8.98%)
Not receiving password from Principals/ HoS	32 (7.98%)	332 (82.80%)	37 (9.22%)

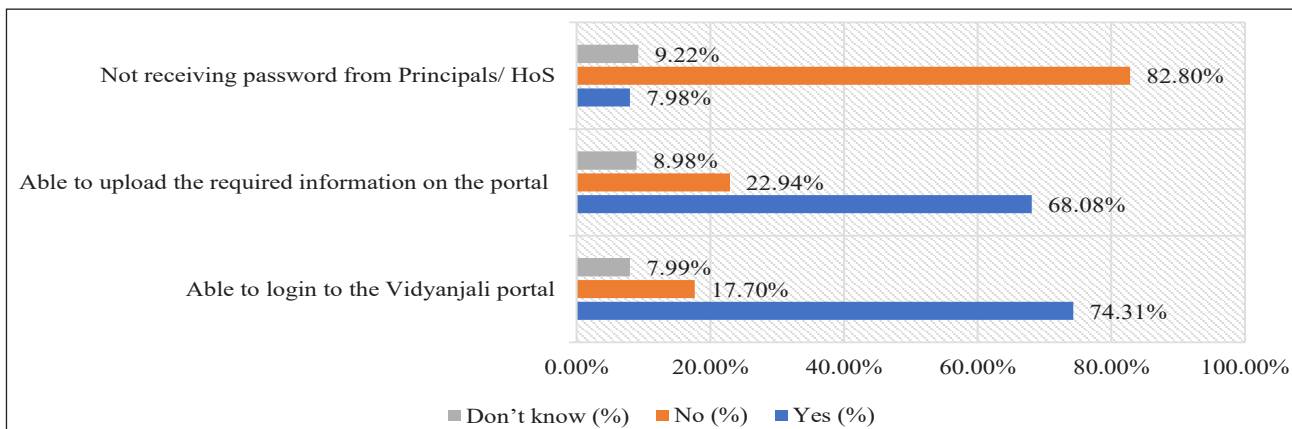


Figure 3.40: Login Related Issues on Vidyanjali Portal as a Challenge for School Vidyanjali In-charges

Table 3.38 and Figure 3.40 show the perception of School Vidyanjali In-charges regarding login-related issues on Vidyanjali Portal as a challenge in implementing the Vidyanjali programme.

Above table indicates that majority of the School Vidyanjali In-charges reported that they are able to log in to the Vidyanjali portal (74.31%) followed by 68.08% who stated that they are able to upload the required information on the portal. Further, 82.80% indicated that not receiving password from Principals/HoS is not an issue. However, 22.94% reported difficulty in uploading the required information and 17.70% reported difficulty in logging into the portal. A smaller proportion (7.98%) indicated that not receiving password from Principals/HoS is an issue.

Table 3.39: Duration of Login to the Vidyanjali Portal of School Vidyanjali In-charges

Responses of School Vidyanjali In-charges (%)	
Daily	21(5.23%)
More than 3 time a month	32(7.99%)
More than 3 time a week	17(4.24%)
Never	08(1.99%)
Once a month	77(19.20%)
Once a week	120(29.92%)
Thrice a month	13(3.26%)
Thrice a week	19(4.73%)
Twice a week	39(9.72%)
Twice month	55(13.72%)

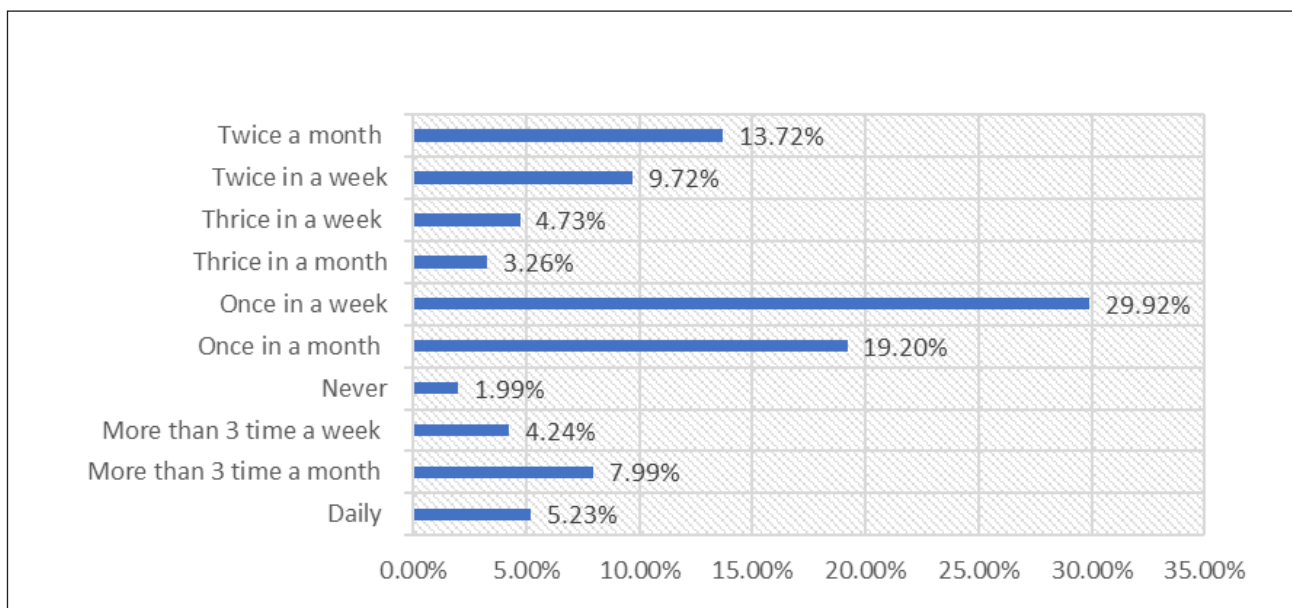


Figure 3.41: Duration of Login to the Vidyanjali Portal of School Vidyanjali In-charges

Table 3.39 and Figure 3.40 indicate the duration of login to the Vidyanjali Portal by School Vidyanjali In-charges.

Above table indicates that majority of the School Vidyanjali In-charges log in to the Vidyanjali Portal once a week (29.92%) followed by once a month (19.20%). Further, 13.72% reported logging in twice a month and 9.72% twice a week. Smaller proportions indicated logging in more than three times a month (7.99%) and thrice a week (4.73%). Very few reported logging in daily (5.23%) or more than three times a week (4.24%), while 1.99% reported that they never log in to the portal. These indicate that most School Vidyanjali In-charges access the Vidyanjali Portal on a weekly or monthly basis rather than on a daily basis.

3.2.11 Multiple Engagements

Multiple Engagements is being considered as a challenge in implementing Vidyanjali programme by 81% Principals/HoS, 90% School Vidyanjali In-charges and 96% CRCC who agree that they are actively engaged in various activities, demonstrating strong participation and commitment. So, Multiple Engagements have become a challenge in implementing Vidyanjali programme by most of the stakeholders.

3.2.12 Miscellaneous Issues

3.2.12.1 As a Challenge for Principals/HoS

The unavailability of specific resources may pose a challenge for Principals/HoS in implementing the Vidyanjali Programme in schools.

3.2.12.2 Availability of Human Resources

Due to constraints on physical and human resources, principals and heads of schools face significant challenges. To address these, they use of the Vidyanjali portal as a support system to secure sponsorships and volunteers.

3.2.13 As a Challenge for School Vidyanjali In-charges

Table 3.43 and Figure 3.42 show the responses given by 401 School Vidyanjali In-charges of different schools regarding Miscellaneous Issues as a challenge.

Table 3.43: Miscellaneous issues as a Challenge for School Vidyanjali In-charges

S. No.	Miscellaneous issues	Responses of School Vidyanjali In-charges (%)		
		Yes (%)	No (%)	Do not know (%)
1.	Lack of Experience of Vidyanjali Programme	185 (46.13%)	174 (43.40%)	42 (10.47%)
2.	Lacking Time Management Skill	129 (32.16%)	224 (55.86%)	48 (11.98%)
3.	Non-Availability of Volunteers when required	249 (62.10%)	106 (26.43%)	46 (11.47%)
4.	No freedom in organising Vidyanjali programme	66 (16.47%)	276 (68.82%)	59 (14.71%)
5.	No help receive from Principals/HoS	18 (4.49%)	347 (86.53%)	36 (8.98%)

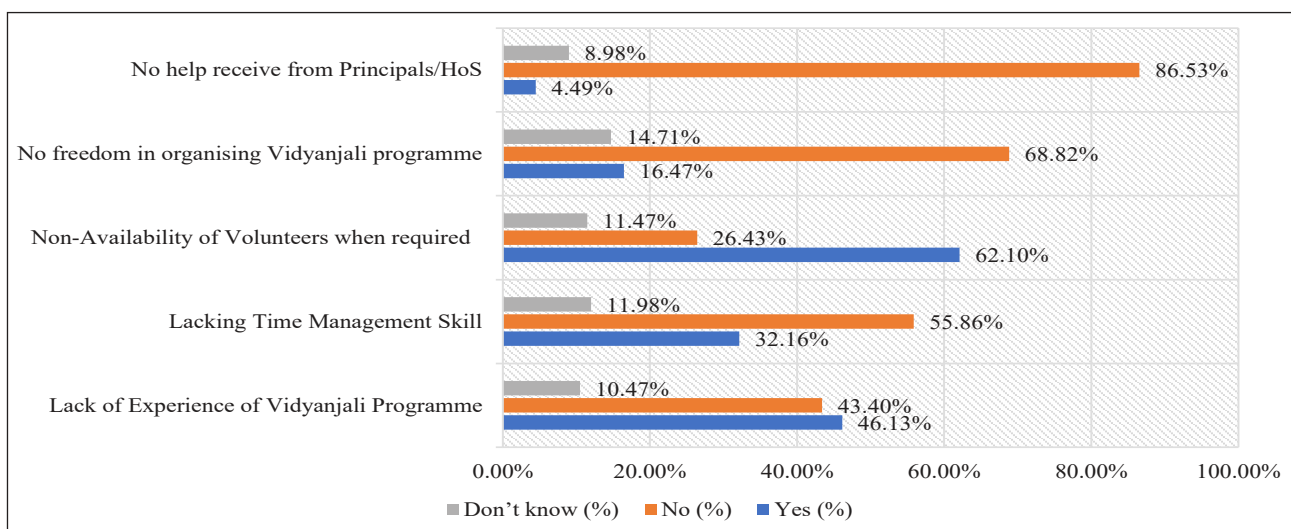


Figure 3.42: Miscellaneous issues as a Challenge for School Vidyanjali In-charges

Table 3.43 presents the perception of School Vidyanjali In-charges regarding miscellaneous issues as challenges in implementing the Vidyanjali programme.

The table indicates that the major challenge perceived by School Vidyanjali In-charges is non-availability of volunteers when required (62.10%), followed by lack of experience of Vidyanjali programme (46.13%). Further, 32.16% reported lacking time management skill as a challenge. However, comparatively lower proportions perceived no freedom in organizing Vidyanjali programme (16.47%) and no help received from Principals/HoS (4.49%) as challenges.

These indicate that while administrative support and autonomy are generally adequate, availability of volunteers emerges as the most prominent challenge faced by School Vidyanjali In-charges.

3.2.14 As a Challenge for CRCCs

Table 3.44 show the responses of 139 CRCC of different districts regarding Miscellaneous Issues as a challenge.

Table 3.44 : Miscellaneous Issues as a challenge as perceived by CRCC

Category	Particulars	Responses of CRCCs (%)
Maximum Distance between Schools in Same Cluster	0–3 KM	39 (28.06%)
	3 KM and above	100 (71.94%)
Number of Government & Govt.-Aided Schools Allotted	0–10 Schools	28 (20.14%)
	10–20 Schools	77 (55.40%)
	20 and Above	34 (24.46%)
Schools Visited per Week under Vidyanjali Programme	0–4 Schools	96 (69.07%)
	4 and Above	43 (30.93%)

Table 3.43 indicate that majority of the CRCCs (71.94%) manage clusters where the maximum distance between schools is 3 km and above, suggesting geographical dispersion within clusters. More than half of the CRCCs (55.40%) are allotted 10–20 Government and Government-aided schools, while 24.46% oversee more than 20 schools. This reflects a substantial administrative load on CRCCs. With regard to monitoring, majority (69.07%) reported visiting 0–4 schools per week, whereas 30.93% visit 4 or more schools weekly.

The findings indicate that CRCCs operate in geographically dispersed clusters with moderate to high school allocation, which may influence the frequency of school visits and the effectiveness of programme monitoring under the Vidyanjali Programme.

Summary and Conclusion

The present chapter is divided into two parts. The first part presents major findings with respect to the objectives of the study. The second part provides conclusion and implications.

4.1 Summary

The Vidyanjali Programme is a national initiative launched by the Government of India in September 2021 to encourage community and volunteer participation in school education. The programme aims to improve the quality of education by involving parents, alumni, professionals, civil society organizations, and other volunteers in school activities. In Delhi, the programme was implemented from February 2022, and all Government and Government-aided schools were registered on the Vidyanjali portal.

Although the programme has been running in Delhi for nearly three years and many schools are actively participating, it has been observed that several schools are not able to fully benefit from it. In many cases, Vidyanjali activities are not being conducted regularly, and volunteer engagement remains limited. This situation highlighted the need to understand how key stakeholders view the programme and what challenges they face during its implementation.

Earlier, a case study conducted by SCERT Delhi on a well-performing Sarvodaya Vidyalaya showed very positive responses from all stakeholders. Almost all participants supported the continuation of the Vidyanjali Programme and expressed satisfaction with its impact. However, since this was a single-school study and Vidyanjali is still a relatively new programme, there was a need for a wider study covering schools across Delhi. Therefore, the present study was undertaken by SCERT Delhi as part of academic research to examine stakeholder perceptions and identify implementation challenges.

The main objectives of the study were to understand the perception of Principals/Heads of Schools (HoS), School Vidyanjali In-charges, and Cluster Resource Centre Coordinators (CRCCs) towards the Vidyanjali Programme, and to identify the difficulties faced by them while implementing it. An exploratory survey method was used for the study.

The population of the study included all Government and Government-aided schools in Delhi, with Principals/HoS, School Vidyanjali In-charges, and CRCCs as the main stakeholders. Data were collected using specially developed tools designed separately for each stakeholder group. These tools focused on areas such as improvement in quality of education, collaboration with external agencies, academic and professional support, and overall implementation of the programme. Another set of tools was used to record challenges such as lack of training on the Vidyanjali portal, coordination and communication issues, workload, transfer-related problems, and technical difficulties.

The tools were developed through a systematic process involving brainstorming workshops, stakeholder consultations, pre-try out and try-out phases, and expert validation. Data were collected online through Google Forms after receiving official approval. Responses were obtained from a large number of stakeholders across all districts of Delhi, ensuring broad representation.



The data were analyzed using simple percentage analysis and graphical representation. The findings of the study provide important insights into how different stakeholders perceive the Vidyanjali Programme and the practical challenges they face at the school and cluster levels. The study highlights areas where additional support, training, and coordination are needed. Finally, the study serves as a useful reference for strengthening the implementation of the Vidyanjali Programme and enhancing community participation in school education in Delhi.

4.2 Major Findings

4.2.1 Perception of stakeholders towards Vidyanjali Programme

The first objective is to study the perception of Principal / HoS, School Vidyanjali In-charges and Cluster Resource Centre Coordinators (CRCC) towards Vidyanjali Programme. Under this objective there are four dimensions such as Quality of Education, Collaboration with Different Agencies, Academic and Professional Support and Implementation of Vidyanjali programme. Findings are presented in this section domain wise.

4.2.1.1 Quality of Education

[A] Perception of Principals/HoS

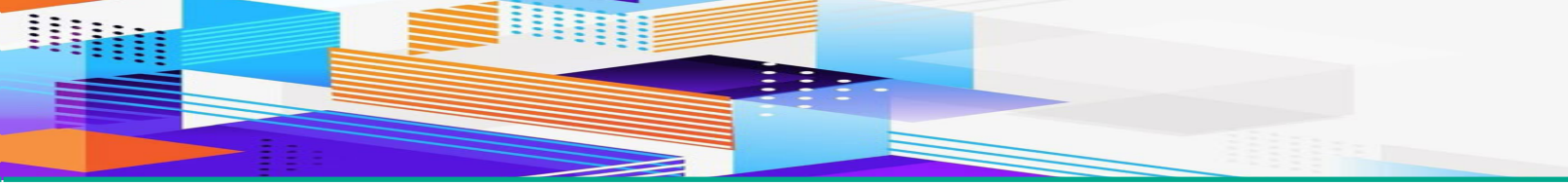
- Findings reveal that the majority of Principals/HoS have a positive perception of the Vidyanjali Programme. Most agreed that it helps in grooming school children (90.18%), supports achievement of the school's vision (87.28%), and is an appropriate step toward school improvement (89.45%). A large proportion also confirmed that students benefit from the programme (85.09%). Negative views were largely rejected, showing strong institutional acceptance.
- Additionally, 45.82% felt that one year is insufficient to assess the programme's utility, indicating that Vidyanjali is viewed as a long-term intervention requiring sustained support and monitoring.

[B] Perception of School Vidyanjali In-charges

- Majority of School Vidyanjali In-charges reported a positive perception of the Vidyanjali Programme. Most agreed that it is a step toward school improvement (91.46%) and helps in grooming children (90.40%). A large proportion also agreed that it supports the school's vision (82.13%) and helps students achieve their targets (80.00%). Further, 79.20% viewed the programme as ambitious and 71.20% supported its integration as an integral part of the school.
- Negative statements were largely rejected, with 83.46% disagreeing that the programme is not useful and 70.67% disagreeing that students are not benefiting.

[C] Perception of CRCCs

- Majority of CRCCs expressed positive perception toward the Vidyanjali Programme. Most agreed that it is an appropriate step for school improvement (93.43%) and helps achieve its objectives (83.21%). More than three-fourth considered it ambitious (78.83%) and supported its integration in schools (73.72%).
- Negative views were strongly rejected, with 87.59% disagreeing that the programme is not beneficial and 84.67% disagreeing that it does not support personality development.
- However, 46.71% felt that one year is insufficient to assess effectiveness, reflecting the need for long-term evaluation and sustained monitoring.



4.2.1.2 Collaboration with Different Agencies

[A] Perception of Principals/HoS

- Majority of Principals/HoS expressed positive perception toward collaboration under Vidyanjali. Most agreed that the programme provides opportunity to community members to register on the portal (96%) and helps in connecting community with schools (93.82%). A large proportion also stated that it motivates volunteers to associate with schools (90.18%).
- Negative statements were largely rejected, with 54.19% disagreeing that community involvement is risky and 42.55% disagreeing that continuity of volunteers is a hurdle. However, 34.54% felt that continuity of volunteers is a challenge and 20.36% perceived community involvement as risky. These findings indicate strong acceptance of collaboration, though concerns about sustainability and continuity of volunteers remain.

[B] Perception of School Vidyanjali In-charges

- Majority of In-charges reported strong institutional and community support. Most agreed that they receive help from the Principal (92.80%) and that the programme connects community with schools (92.09%). Further, 89.87% stated that community involvement creates awareness, and 80.53% agreed that it motivates community members to register on the portal.
- Negative views were largely rejected, with 73.80% disagreeing that the programme does not motivate community participation and 68.30% disagreeing that parents do not like the programme.

[C] Perception of CRCCs

- CRCCs showed very strong support for collaboration. All respondents (100%) agreed that the programme connects community with schools, and 98.54% agreed that it provides opportunity for community registration and motivates volunteers. Most also reported receiving support from In-charges (92.70%) and Principals (89.05%).
- However, 68.61% agreed that it is difficult to find volunteers as per school requirements, indicating a practical challenge. Overall, collaboration is strongly endorsed, but volunteer availability and continuity remain key areas requiring attention.

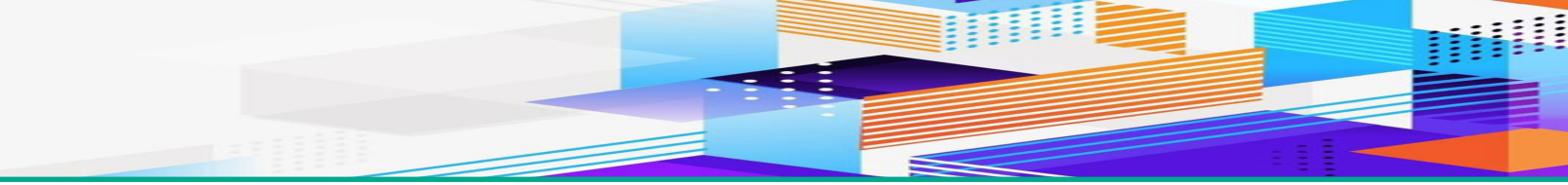
4.2.1.3 Academic and Professional Support

[A] Perception of Principals/HoS

- Majority of Principals/HoS perceived the Vidyanjali Programme as academically supportive. Most agreed that students take interest in programme activities (90.18%), assets contributed are beneficial for schools (81.45%), and volunteer participation helps fill classroom gaps (81.45%). Further, 71.27% agreed that the programme is not a barrier to course completion.
- Negative statements were largely rejected, with 66.07% disagreeing that the programme does not provide co-curricular options and 60.73% disagreeing that volunteers are not skilled. More than half disagreed that teachers get less time to complete the syllabus (58.91%) or that co-curricular time is reduced (57.82%). However, some concerns remained regarding time management and volunteer skills, indicating scope for better planning and monitoring.

[B] Perception of School Vidyanjali In-charges

- Majority of In-charges viewed the programme as professionally supportive. Most agreed that the programme integrates community into teaching-learning (91.47%) and provides co-curricular



options (90.67%). Volunteer participation was seen as helpful in classroom activities (77.07%) and assets were considered useful (74.93%). Additionally, 72.53% reported receiving training under the programme.

- Negative views were largely rejected, with 85.60% disagreeing with the idea that volunteers are not skilled and 56.00% disagreeing that teachers lack time to complete the syllabus. However, moderate uncertainty remained regarding feedback mechanisms (30.13%) and infrastructure support (29.87%), indicating need for procedural strengthening.

[C] Perception of CRCCs

- Majority of CRCCs perceived themselves as well-oriented and competent. Most agreed that they have been oriented about the programme (97.08%) and that regular training is essential (92.70%). A large proportion disagreed that they are not competent (83.94%) and that the programme does not provide co-curricular options (75.91%).
- These findings indicate strong professional confidence among CRCCs, though practical concerns regarding resources and volunteer management remain.

4.2.1.4 Implementation about Vidyanjali programme

[A] Perception of Principals/HoS

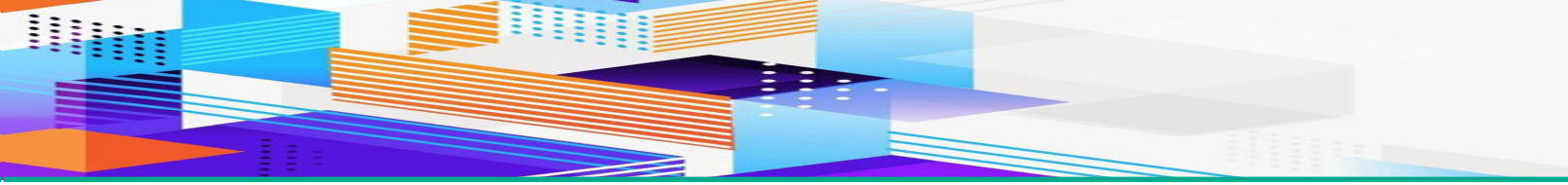
- Majority of Principals/HoS showed strong acceptance toward implementation of the programme. Most agreed that they welcome volunteers (97.82%) and are aware about the Vidyanjali Programme (96.73%). A large proportion stated that the programme helps in implementing academic activities (85.09%) and should be continued in future (79.28%). Further, 68.72% agreed that written feedback is taken from students regarding volunteers.
- Negative statements were largely rejected. Most disagreed that they do not have time for the programme (80.37%), that community involvement does not create awareness (77.09%), and that the programme is expensive (75.64%). More than half also disagreed that workload has increased (61.09%) or that the programme is time-consuming (46.55%). These findings indicate positive perception toward implementation, though moderate concerns about time and workload remain.

[B] Perception of School Vidyanjali In-charges

- Majority of In-charges expressed positive perception regarding implementation. Most agreed that they welcome volunteers (97.87%), that the Principal is proactive (79.47%), and that volunteers are aware about programme objectives (77.60%). A large proportion (85.07%) also reported that there is no separate fund for the programme.
- Negative views were largely rejected, with 88.87% disagreeing about lack of coordination with Principals and 85.60% disagreeing with the statement that they do not understand the programme. More than half disagreed that they do not get time for teaching (61.33%) or that need analysis is not done (58.67%). These findings show clarity and acceptance in implementation, though concerns regarding time management and financial support exist.

[C] Perception of CRCCs

- Majority of CRCCs perceived the programme positively. Most agreed that Vidyanjali helps in implementing academic activities (94.90%), and 66.42% reported that they get time for programme activities. A substantial proportion (79.56%) also acknowledged having heavy workload within limited time.



Negative statements were largely rejected. Most disagreed that they are unable to contribute (90.51%), that community mobilization does not create awareness (79.56%), and that the programme should not continue (75.18%). However, moderate concerns were noted regarding time management and workload. Overall, CRCCs perceive the programme positively in terms of implementation, with workload being the main area requiring attention.

4.2.2 Perception of stakeholders towards challenges in implementation of Vidyanjali Programme

The second objective is to study the challenges faced by Principal / HoS , School Vidyanjali In-charges and Cluster Resource Centre Coordinators (CRCC) in the implementation of Vidyanjali Programme. Under this objective there are seven dimensions such Lack of Vidyanjali Portal Training, Transfer Issue, Lack of Coordination, Communication Gap, Lack of Awareness about Vidyanjali Portal, Login Related Issues, Multiple Engagements and Miscellaneous Issues. Findings are presented in this section domain wise.

4.2.2.1 Lack of Proper Vidyanjali Portal Training

[A] Portal Training as a Challenge for Principals/HoS

- Responses show a divided opinion among Principals/HoS. Nearly half (46.20%) reported that lack of proper portal training is a challenge, while 45.32% stated that it is not a challenge. This indicates that portal training is a concern for some but not uniformly perceived as a major barrier.
- Regarding specific issues, more than half reported that confirmation to volunteers is a challenge (52.90%), followed by closing activities after completion (46.45%). In volunteer login issues, 44.51% faced difficulty in submitting feedback and 43.88% in searching contribution requests. These findings suggest that while basic portal use is manageable, volunteer-related functions and confirmation processes create moderate operational challenges.

[B] Portal Training as a Challenge for School Vidyanjali In-charges

- Similar to Principals, opinions were divided. Nearly equal proportions reported portal training as a challenge (47.38%) and not a challenge (47.64%), indicating mixed experiences across schools.
- In specific portal functions, 42.64% reported confirmation to volunteers as a challenge, and around 44% reported difficulties in volunteer search and showing interest. These findings indicate moderate challenges, particularly in volunteer-related login processes.

[C] Portal Training as a Challenge for CRCCs

- Majority of CRCCs (73.38%) reported that lack of proper portal training is not a challenge, while only 25.18% considered it a challenge. This indicates greater confidence among CRCCs in handling the portal.
- However, more than half reported difficulties in specific functions such as confirmation to volunteers (61.77%), volunteer show interest (53.92%), and submission of feedback (51.96%). These results suggest that although overall portal training is not viewed as a major issue, certain operational features-particularly volunteer management functions-pose practical challenges.

4.2.2.2 Transfer Issue

[A] Transfer Issue as Perceived by Principals/HoS

- More than half of the Principals/HoS (54.39%) reported that transfer issue is not a challenge in implementing the Vidyanjali Programme, while 28.36% considered it a challenge. A notable proportion (17.25%) were unsure.
- These findings indicate that transfer is not widely perceived as a major barrier. However, since more than one-fourth view it as a challenge, administrative transfers may affect continuity and smooth implementation of the programme in some schools.

[B] Transfer Issue as Perceived by School Vidyanjali In-charges

- A large majority of School Vidyanjali In-charges (68.82%) reported that transfer issue is not a challenge, while 26.19% perceived it as a challenge.
- These findings highlighted that although transfer is not considered a significant issue by most respondents, it may impact on programme continuity and coordination in certain cases. Overall, transfer issue emerges as a moderate concern rather than a major implementation barrier.

4.2.2.3 Lack of Coordination

[A] Lack of Coordination with Stakeholders as perceived by Principals/HoS

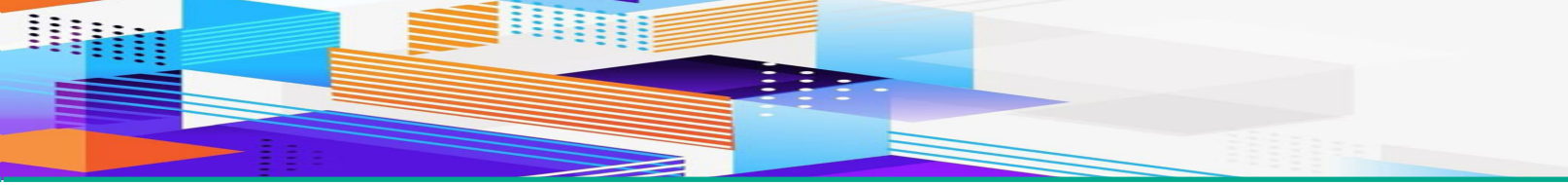
- Majority of Principals/HoS reported that lack of coordination is not a challenge with School Management Committee Members (85.67%), School Vidyanjali In-charge (80.40%), CRCC (78.36%), DURCC (75.73%), DIET Faculty (74.58%), and Volunteers (60.81%).
- In meeting-related activities, most stated that scheduling meetings (76.60%) and preparing agendas (67.25%) are not challenges, though 28.65% reported difficulty in agenda preparation.
- Regarding interaction, 36.25% interact once a week and 21.34% once a month with the School Vidyanjali In-charge. Very few reported daily interactions (2.05%).

[B] Lack of Coordination with Stakeholders as perceived by School Vidyanjali In-charges

- Less than half perceived coordination as a challenge, mainly with Volunteers (34.67%), followed by DIET Faculty (17.20%), School Management Committee Members (15.71%), CRCC (14.21%), and Principal/HoS (10.98%).
- In meeting activities, majority reported that scheduling (68.32%), preparing agenda (62.34%), and preparing minutes (60.60%) are not challenges, though around one-fourth faced difficulty in these areas.
- Interaction patterns show 29.17% interact once a week and 23.70% once a month with Principals/HoS, while very few reported daily interactions (3.24%).

[C] Lack of Coordination with Stakeholders as perceived by CRCCs

- Majority of CRCCs reported that coordination with DURCC (84.18%), Principal/HoS (72.66%), School Vidyanjali In-charge (71.94%), and DIET Faculty (70.50%) is not a challenge.
- However, comparatively higher proportions perceived coordination with Volunteers (46.76%), NGOs (43.17%), and Organizations (38.84%) as challenges.



4.2.2.4 Communication Gap

[A] Communication Gap as a challenge for Principals/HoS

- Majority of Principals/HoS reported that communication gap is not a challenge between Principals/HoS and School Vidyanjali In-charge (92.69%), School Management Committee Members and Principals/HoS (90.64%), Principals/HoS and CRCC (88.89%), and CRCC and Vidyanjali Members (86.25%). Further, 83.62% indicated no communication gap between Volunteers and School Vidyanjali In-charge, and 80.99% between Volunteers and Principals/HoS.
- However, comparatively higher proportions perceived communication gaps involving Volunteers, particularly between Volunteers and CRCC (23.92%) and between School Management Committee Members and Volunteers (21.92%).
- The findings indicate that internal communication among institutional stakeholders is strong, though communication with Volunteers requires further strengthening.

[B] Communication Gap as a challenge for School Vidyanjali In-charges

- Majority reported that communication gap is not a challenge between them and Principals/HoS (93.78%), Students (91.52%), and Teachers (89.28%). Further, 82.04% indicated no gap between Volunteers and School Vidyanjali In-charge, and 78.05% between Volunteers and Principals/HoS.
- Smaller proportions perceived challenges mainly between Volunteers and CRCC (15.96%) and Volunteers and School Vidyanjali In-charge (14.46%).
- The findings highlight that institutional communication is largely effective, though coordination with Volunteers and Parents needs further improvement.

[C] Communication Gap as a challenge for CRCCs

- Majority of CRCCs reported that communication gap between Principal/HoS and other stakeholders is not a challenge. More than half also indicated that communication with Volunteers is manageable.
- However, a smaller proportion acknowledged communication issues in certain cases, particularly involving external stakeholders.
- Findings highlight that communication systems under the Vidyanjali Programme appear functional, though strengthening communication with Volunteers and external agencies may further enhance effective implementation.

4.2.2.5 Login Related Issues

[A] Login Related Issues as a challenge for Principals/HoS

- Majority of Principals/HoS reported that they are able to upload required information (73.39%) and log in to the Vidyanjali Portal (70.47%). Most (74.86%) indicated that not sharing password with the School Vidyanjali In-charge is not an issue. However, 20.18% faced difficulty in logging in and 16.67% in uploading information, while 14.91% reported password-sharing issues. These findings suggest that login-related issues are not major challenges, though minor technical difficulties exist.

- Regarding duration of login, most Principals/HoS log in once a week (31.88%) or once a month (25.14%). Only a small proportion log in daily (3.50%), and 4.97% never log in. This indicates that portal usage is periodic and need-based rather than frequent.

[B] Login Related Issues as a challenge for School Vidyanjali In-charges

- Majority of School Vidyanjali In-charges reported that they are able to log in (74.31%) and upload required information (68.08%). Most (82.80%) stated that not receiving password from Principals/HoS is not an issue. However, 22.94% faced difficulty in uploading information and 17.70% in logging in, indicating moderate operational challenges.
- Regarding duration, most log in once a week (29.92%) or once a month (19.20%). Very few log in daily (5.23%) or never (1.99%). These results show that portal access is generally regular but not very frequent, reflecting structured and task-based usage.

4.2.2.6 Miscellaneous Issues

[A] Human and Financial Resources as a challenge for Principals/HoS

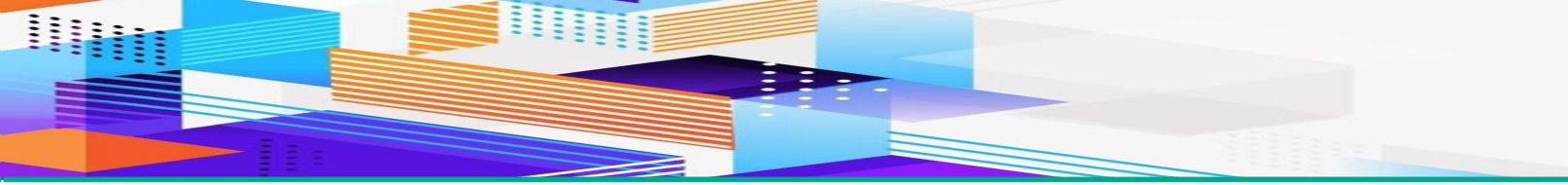
- At the TGT level, highest requirement was for Mathematics (17.22%) and Science (15.31%), followed by Computer Science (10.04%), Social Science (7.18%), and English (6.69%).
- At the PGT level, highest requirement was for English (13.23%) and Home Science (11.53%), followed by Biology (8.46%), Chemistry (6.53%), and Physics (5.76%).
- These findings indicate a substantial demand for core academic subjects, particularly Mathematics, Science, and English, highlighting the need to strengthen subject-specific teacher availability.
- Regarding support staff, majority of schools reported availability of Sanitary Workers (87.42%), Guards (79.23%), and Lab Attendants (68.12%). However, availability was low for Peons (38.02%), Water Man (36.25%), Mali (22.22%), and Music Teacher (19.30%).
- Financial resources for volunteer activities were largely unavailable (79.23%), indicating a significant implementation constraint.

[B] Physical Resources as a challenge for Principals/HoS

- Under digital infrastructure, highest requirement was for Printers (5.8%), LED Projectors (3.6%), and Desktop Computers (2.1%).
- Other requirements were reported in electrical infrastructure (Ceiling Fans 1.2%), classroom needs (Green Boards 0.9%), and health & safety aids (Water Purifier 1.2%).
- Though percentages for individual items are relatively small, the range of needs spans digital, civil, safety, and maintenance areas, indicating the necessity for comprehensive infrastructural strengthening, especially in digital resources.

[C] Miscellaneous Challenges as a challenge for School Vidyanjali In-charges

- Major challenge reported was non-availability of volunteers when required (62.10%), followed by lack of experience (46.13%) and time management issues (32.16%).
- Fewer respondents reported lack of autonomy (16.47%) or lack of support from Principals/HoS (4.49%) as challenges.
- These findings indicate that while institutional support is adequate, volunteer availability remains the most prominent concern.



[D] Administrative and Monitoring Challenges for CRCCs

- Majority of CRCCs manage clusters with schools located 3 km and above apart (71.94%), indicating geographical dispersion.
- More than half oversee 10–20 schools (55.40%), while 24.46% manage more than 20 schools, reflecting heavy administrative load.
- Most CRCCs visit 0–4 schools per week (69.07%), suggesting limited monitoring frequency due to workload and distance.
- These findings indicate that geographical spread and high school allocation may affect monitoring effectiveness and programme coordination at the cluster level.

4.3 Conclusion

The overall perception of the Vidyanjali Programme among Principals/Heads of Schools (HoS), School Vidyanjali In-charges, and Cluster Resource Centre Coordinators (CRCCs) is overwhelmingly positive. Stakeholders strongly believe that the programme, initiated by the Government of India, is an appropriate and ambitious step toward school improvement and enhancement of educational quality. It is widely perceived as aligned with the vision and mission of schools and as an initiative that should become an integral part of the school system. Across all levels, respondents acknowledge that the programme contributes meaningfully to academic enrichment without significantly disrupting regular teaching–learning processes.

The programme is also valued for promoting holistic student development. Stakeholders agree that Vidyanjali supports grooming, personality development, and exposure to co-curricular opportunities. Volunteer interaction is generally viewed as beneficial and effective in engaging students. Importantly, most stakeholders do not perceive the programme as a barrier to syllabus completion or academic functioning. The initiative has strengthened community–school linkage by providing a structured platform for volunteer participation, thereby helping to fill gaps in classroom teaching and, to some extent, infrastructure support. While assets provided under the programme are largely considered useful, mixed opinions regarding the quality and condition of donated materials suggest the need for better standardization and monitoring.

Implementation is supported by collaborative leadership and institutional backing. Principals are perceived as welcoming and supportive, and most In-charges and CRCCs report being oriented or trained to perform their roles. Although some stakeholders describe the programme as time-consuming, the majority do not view it as a burden or obstacle to school functioning. Overall, the Vidyanjali Programme is perceived as a constructive, non-intrusive, and valuable mechanism for school growth, with strong support for its continuation.

Despite its positive perception, the implementation of the Vidyanjali Programme is accompanied by several systemic, technical, and logistical challenges. A major issue across stakeholders is workload and time constraints. Many Principals, School Vidyanjali In-charges, and CRCCs report that existing administrative and academic responsibilities limit the time they can devote to the programme. For In-charges, this challenge is further compounded by limited experience and gaps in time management skills.

Technical challenges related to the Vidyanjali Portal also persist. Principals and In-charger report lack of formal portal training and difficulties in certain functional aspects such as login issue and uploading information in portal.

4.4 Implications

4.4.1 Implications for Principals/HoS

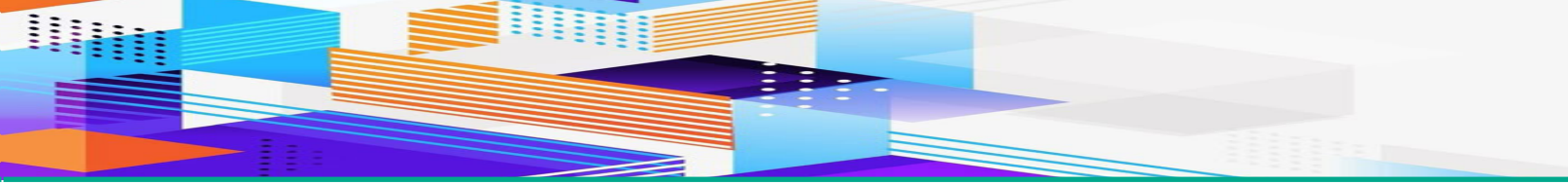
- The findings highlighted that Principals/HoS need continued administrative and technical strengthening for effective implementation of the Vidyanjali Programme.
- Nearly half (46%) lack proper portal training and about one-fourth (28%) lack awareness about the portal; therefore, structured annual portal training by SCERT and DIETs is essential. Regular login and timely review of volunteer requests should be ensured. Password sharing with School Vidyanjali In-charges (as per norms) and weekly monitoring can improve operational efficiency.
- The issue emerging from the findings is the lack of teachers/teaching assistants (physically present) in schools, especially in subject-specific areas. In such cases, Principals/HoS may invite more volunteers for subject assistance and related academic or co-curricular activities through the Vidyanjali portal. This can help address shortages in core subjects and support lower sections where foundational learning needs strengthening.
- As 79% reported lack of financial resources for volunteer activities, Principals/HoS should encourage in-kind contributions such as digital resources, teaching-learning materials, workshops, and infrastructure support. Need analysis should be conducted in staff meetings before raising requests on the portal. Strengthening coordination with School Vidyanjali In-charges, CRCCs, volunteers, and SMC members through regular interaction will further ensure smooth implementation.

4.4.2 Implications for School Vidyanjali In-charges

- Nearly half (47%) of the School Vidyanjali In-charges lack portal training; hence, regular capacity building and digital orientation are required. Since 62% reported non-availability of volunteers when required, In-charges should actively explore the portal, connect with more volunteers, and raise subject-specific requests based on school needs.
- In-charges should also strengthen coordination mechanisms with Principals, CRCCs, and community members. Systematic follow-up of volunteer activities, feedback collection from students, and sharing of good practices within and across schools can enhance programme effectiveness.

4.4.3 Implications for CRCCs

- CRCCs play a crucial role in networking and coordination across schools. They may strengthen cluster-level school networking. Portal training and digital capacity building should be provided regularly, especially for those lacking technical proficiency.
- CRCCs can promote digital resources, improve coordination among stakeholders, and initiate phased implementation region-wise to ensure systematic monitoring. Regular follow-up visits should focus on addressing operational issues, supporting schools facing challenges, and documenting and sharing good practices across clusters. Strengthening capacity building and coordination at cluster level will enhance overall effectiveness of the Vidyanjali Programme.



References

- Ministry of Education, Government of India. (2025, December). Vidyanjali: Guidelines for promoting community and voluntary participation for enhancing quality of school education [PDF]. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- State Council of Educational Research and Training. (2026, February 13). Vidyanjali Delhi [Webpage]. Government of NCT of Delhi. <https://scert.delhi.gov.in/scert/vidyanjali-delhi-1>
- Ministry of Education, Government of India. (2020). National education policy 2020. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Department of School Education & Literacy, Ministry of Education, Government of India. (2026, February 19). Vidyanjali. <https://vidyanjali.education.gov.in>
- Department of School Education & Literacy, Ministry of Education, Government of India. (2026). Corporate social responsibility (CSR) module – Vidyanjali. <https://vidyanjali.education.gov.in/csr/>





Delhi's unique initiatives under Vidyanjali — Vidyanjali Mela, Each One Connect One & Vidyanjali Utsav — stand out as shining examples of Janbhagidari in action.
#Vidyanjali #VidyanjaliUtsavDelhi

