

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION AND LITERACY

RAJYA SABHA
UNSTARRED QUESTION NO. 1946
ANSWERED ON 05/08/2026

Status of Vidyanjali and Community Participation in School Education

1946 Sh. Sujeet Kumar:

Will the Minister of EDUCATION be pleased to state:

- (a) the number of schools, volunteers and organizations associated with the Vidyanjali programme during the last one year, along with the key achievements of the initiative;
- (b) the framework and guidelines governing CSR and NGO participation under the programme;
- (c) whether any assessment has been undertaken to evaluate the impact of Vidyanjali and Building as Learning Aid (BaLA) interventions on learning outcomes and the school environment; and
- (d) the measures taken and the roadmap envisaged to expand these interventions, particularly in educationally backward districts?

ANSWER

MINISTER OF STATE IN THE MINISTRY OF EDUCATION
(SHRI JAYANT CHOUDHARY)

(a): Vidyanjali is an initiative of the Department of School Education and Literacy, Ministry of Education, aimed at facilitating community and volunteer participation by connecting them directly with Government and Government-aided schools through a dedicated portal to contribute resources and support. The initiative is aligned with National Education Policy (NEP) 2020, which, under Para 3.7, envisages greater involvement of community members and alumni in volunteer efforts to enhance learning through one-to-one tutoring, literacy and remedial support, teaching support and guidance, career guidance and mentoring, and other activities. In this regard, Vidyanjali provides a structured platform for channelising such volunteer and community support to schools.

During the last one year, 1,27,884 schools, 32,581 volunteers and 1,126 CSR organisations/NGOs/institutions were newly registered on the Vidyanjali Portal. Key achievements under Vidyanjali during the period include the establishment of AI and Robotics Innovation Labs in Government schools in Delhi, creation of digital classrooms and capacity building of teachers in Dholpur, Rajasthan, strengthening of digital infrastructure in Mamit, Mizoram, support for digital learning through the contribution of desktop computers to Government schools in Baghpat, Uttar Pradesh by NICSI, and improvement of the school environment through BaLA painting in Government schools in Begusarai, Bihar. These interventions have enhanced technology-enabled learning, strengthened teacher capacity, improved school infrastructure and created more engaging learning environments for students.

(b): NGOs are onboarded on the Vidyanjali Portal through their NGO DARPAN Unique ID issued by NITI Aayog, which is verified through the DARPAN Portal. CSR organizations are required to submit valid registration documents, such as PAN, GST Registration Certificate or Udyam Registration Certificate, for verification. To facilitate CSR participation, Vidyanjali provides two distinct engagement frameworks—CSR Bulk Engagement and Adopt-a-School Model. Under the CSR Bulk Engagement framework, CSR organizations can support identified requirements across multiple schools, while under the Adopt-a-School Model, an organization can provide sustained support to an identified school based on its specific requirements. Registration of NGOs/CSR organizations is approved by the concerned State/UT, while Central Public Sector Enterprises (CPSEs) are approved at the Central level.

(c) & (d): Implementation of Vidyanjali is monitored through its digital portal, which captures information on volunteer participation, institutional support, activities undertaken, assets created and beneficiary schools. The interventions supplement Government efforts by strengthening learning resources, promoting experiential and technology-enabled learning, and fostering community participation in school education. BaLA-related wall paintings, mural art and beautification activities undertaken during Special Campaign 5.0 (2025), with support from volunteers, School Management Committees and local communities, have also contributed to creating child-friendly and engaging learning environments.

The Government is continuously strengthening and expanding these interventions, particularly in Aspirational and educationally disadvantaged districts, through need-based community and

institutional participation. Schools are enabled to identify and upload their requirements on the Vidyanjali Portal, facilitating support from volunteers, alumni, NGOs, CSR organisations and other institutions. Orientation programmes, review meetings and CSR workshops with States/UTs, further facilitate wider participation. CSR-supported interventions, including digital classrooms, STEM/AI laboratories and school infrastructure improvement, have been facilitated in Aspirational Districts such as Dholpur (Rajasthan) and Mamit (Mizoram).

The PARAKH Rashtriya Sarvekshan 2024 (formerly National Achievement Survey) was undertaken by the National Assessment Centre, PARAKH, NCERT under the aegis of the Department of School Education & Literacy, Ministry of Education to understand the baseline performance with regards to learning competencies acquired by students at the end of the Foundational (Balvatika I to Grade II), Preparatory (Grades III to V) and Middle stages (Grades VI to VIII) of education, by assessing them in Grades III, VI and IX, respectively. National, State and District level report cards for PARAKH Rashtriya Sarvekshan 2024 are available at <https://dashboard.parakh.ncert.gov.in/en>.
