

ANNUAL REPORT 2024-2025



RAMAKRISHNA MISSION
VIVEKANANDA INSTITUTE OF VALUES,
GURUGRAM

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Glossary

Abbreviation	Full Form
ACP	Awakened Citizen Program
CSSL	Centre for Science of Student Learning
FCP	Foundation of Citizenship Program
JNV	Jawahar Navodaya Vidyalaya
KV	Kendriya Vidyalaya
RKM	Ramakrishna Mission
RP	Resource Person
AACT	Awakened Ambassadors for Community Transformation
NVS	Navodaya Vidyalaya Samiti
KVS	Kendriya Vidyalaya Sangathan



Executive Summary

Every year takes us further in our endeavour to build a community of Awakened Citizens. Our thrust continues to be with school children, who are our hope for tomorrow. With a lot of collaboration with stakeholders and after much thought, a 1-year Foundation of Citizenship Program (FCP), which has the essence of the erstwhile Awakened Citizen Program (ACP), has been introduced in schools and 5,609 teachers were trained to run either program for middle school children during the year. To ensure that we have greater engagement with children and with teachers, 100 KV and 50 JNV schools were 'adopted' by the VIVA team and Resource Persons manfully conducted the program over 16 periods in these select schools. The impact of this effort was greater understanding of the challenges faced by school authorities, teachers and children as well as feeling a great sense of satisfaction that children are responding to the program and connecting with the ideas.

Our government school implementation continued to be a challenge but some of the breakthroughs were a fresh MOU with Rajasthan Government and transitioning the Government schools of Haryana and Rajasthan from ACP to FCP.

Our primary school Awakening Program made significant strides with 197 schools registering for the program and 2,722 teachers were trained to conduct the program during the year. Evidence of impact on both teachers and students has been showcased in this report.

An extensive impact survey conducted by CSSL (Centre for Science of Student Learning) covering a sample of 306 schools and involving 4,099 children showed that the program was effective and showed a positive impact. It measured internalization of the ACP values among students and not just the knowledge of the values.

During the year, a huge effort was made to give University students a sense of direction and purpose. Vivek Marg, our program for college students was pioneered by Delhi Technological University as a 2-credit value-added course through an MOU signed with the University. 20 faculty members were trained by VIVA to conduct the 10-module course. 89 students are currently undergoing the course by the trained faculty. VIVA resource persons are regularly visiting the campus to interact with students and handhold the teachers. A baseline survey has been conducted at the beginning of the course and an endline will be conducted to measure the impact of the course.

VIVA resource persons have been engaging with a range of stakeholders (women, children, senior citizens, youth) through a variety of online and offline workshops. The response to these initiatives has been most encouraging as there is a continual demand for more such workshops.

For the success of any nation-wide endeavour, the commitment to the cause as well as the skill of the resource persons is critical. Systematic and round the year training is provided to new recruits as well as existing resource persons to ensure that they first bring out their potential and then work selflessly with others to bring out the best in others.

This report serves as the main document of the Annual Report. Along with this, anecdotal evidence of ACP and Awakening by students and teachers is being attached. Annual Report is supplemented by several smaller and specific reports along with media files present in Google Drive, which can be found here:

https://drive.google.com/drive/folders/1tLXfvX1ivQ5dvLfr5fKPnggVrflNgVP?usp=drive_link

**“The end and aim of all education is man-making and character-making”
-Swami Vivekananda**



Introduction

Ever since 2014, Ramakrishna Mission, Delhi has been striving to create Awakened Citizens through structured value education programs such as Awakened Citizen Program (ACP) and its condensed version, Foundation of Citizenship Program (FCP) for middle school students and the Awakening Program for primary school students. These programs have served to convert teachers into facilitators, by giving them new tools and techniques to connect better with children so that each child can begin to realize his/her potential. Teachers attending the program have found tremendous improvement in their stress levels. There has been remarkable and visible shifts in attitudes of children towards their peers, teachers and family members. Impact surveys have shown notable increase in confidence and self-belief in children all over India, who have participated in this program.

Over the years, the demand for these programs grew so large that it was decided to set up a new branch of the Ramakrishna Mission in Gurugram, equipped with a fully functional Institute, called Vivekananda Institute of Values (VIVA) in 2023. Over the last two years, VIVA has been offering a diverse range of programs for different segments of the population, while still giving priority to our pan-India school-level programs, realizing fully well that the children of today are the decision makers of tomorrow. VIVA has all the facilities needed to conduct in-house and online programs. The recent addition of a retreat centre, Sarada Tapovan near Rishikesh, has provided the necessary infrastructure to conduct 3-5 days dedicated programs, aimed at knowing oneself and realizing one's potential. These programs are customized to the needs of the participating groups and are in great demand.

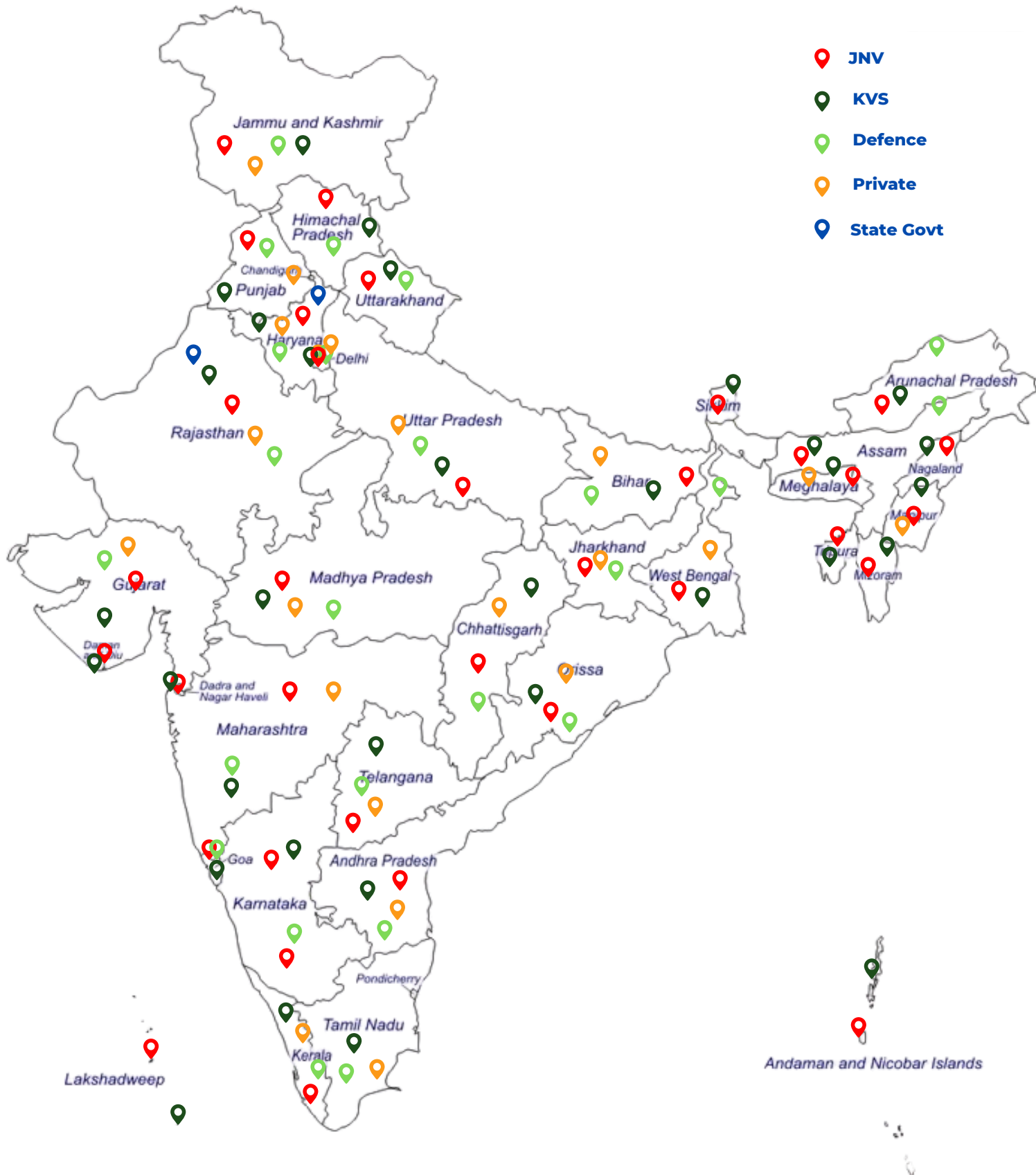


**“The end and aim of all education is man-making and character-making”
-Swami Vivekananda**



Our Spread (2014-2025)

28 states and 8 union territories



“The end and aim of all education is man-making and character-making”
-Swami Vivekananda



Our Value Initiatives

Awakening - For primary school students

ACP/FCP - For middle school students

AACT - For ACP/FCP students

Vivek Shakti - For ACP/FCP/Awakening trained teachers

Vivek Marg - For college students

Kalyani - For women

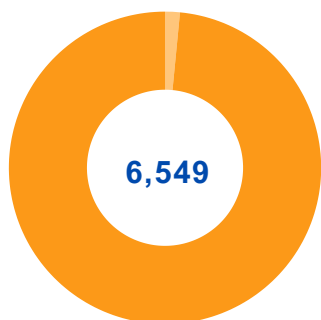
ARISE - For parents

Svarat - For senior citizens

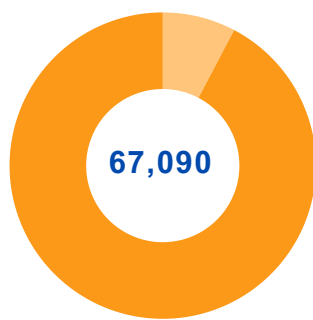
Corporate Workshops/Programs - For professionals



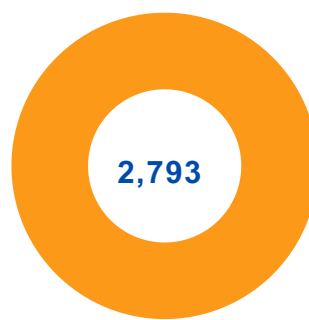
ACP/FCP



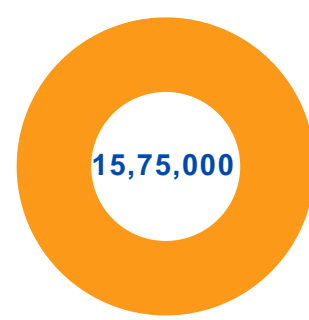
Schools registered



Teachers trained




Active schools



Student beneficiaries

 Schools registered this year - 102

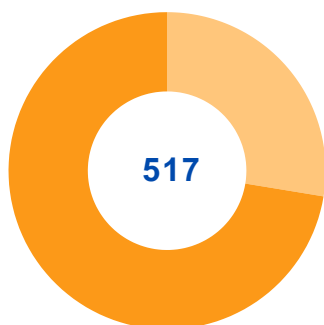
 School registered so far - 6,549

 Teachers trained this year - 5,609

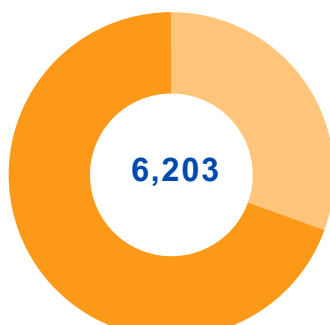
 Teachers trained so far - 67,090

Program started in 2014

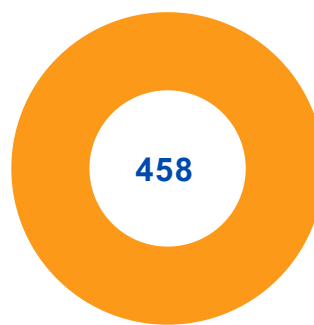
Awakening



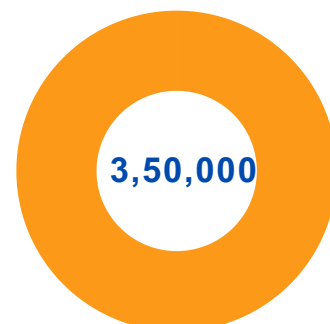
Schools registered



Teachers trained




Active schools



Student beneficiaries

 Schools registered this year - 197

 School registered so far - 517

 Teachers trained this year - 2,722

 Teachers trained so far - 6,203

Program started in 2021

“The end and aim of all education is man-making and character-making”
-Swami Vivekananda



1. Middle School Program

1.1 ACP/FCP transition

Values shape individuals and foster excellence. Recognizing this, the NEP and National Curriculum Framework stress the need for structured value education. Even before these policies, the Ramakrishna Mission (Vivekananda Institute of Values) identified this need and launched the Awakened Citizen Program (ACP), a 48-module, three-year value-based program for middle school students.

Rooted in Swami Vivekananda's philosophy of inherent human potential, ACP empowers students to navigate life with wisdom and resilience. Implemented nationwide, it is adopted by Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas, Army Public Schools, Navy Children Schools, and other institutions. Today, over 6,500 schools have embraced ACP, shaping young minds for a better future.

Challenges in Sustaining a Three-Year Program

While the response to ACP has been encouraging, sustaining its long-term implementation has posed several challenges:

- **Frequent staff turnover:** A significant portion of teachers are on contractual appointments and stay for limited periods, leading to a lack of continuity in trained facilitators.
- **Time constraints:** Teachers have busy schedules, which makes it challenging for schools to allocate a fixed time slot in the school timetable.
- **Training limitations:** In a three-year program, teachers need to be trained successively for each year. New teachers cannot simply step in to conduct the second or third year without prior training, in year 1 of the program.

To address these challenges, we developed a condensed, one-year version of ACP, titled the Foundation of Citizenship Program (FCP), which retains the core essence of the original program. Teachers already trained in ACP can transition seamlessly to FCP through a one-day orientation. Once trained, they will be certified to conduct sessions under this revised model. This streamlined approach eliminates the need for multi-year training and allows schools to implement the program more effectively.

Additional Benefits of the New Model

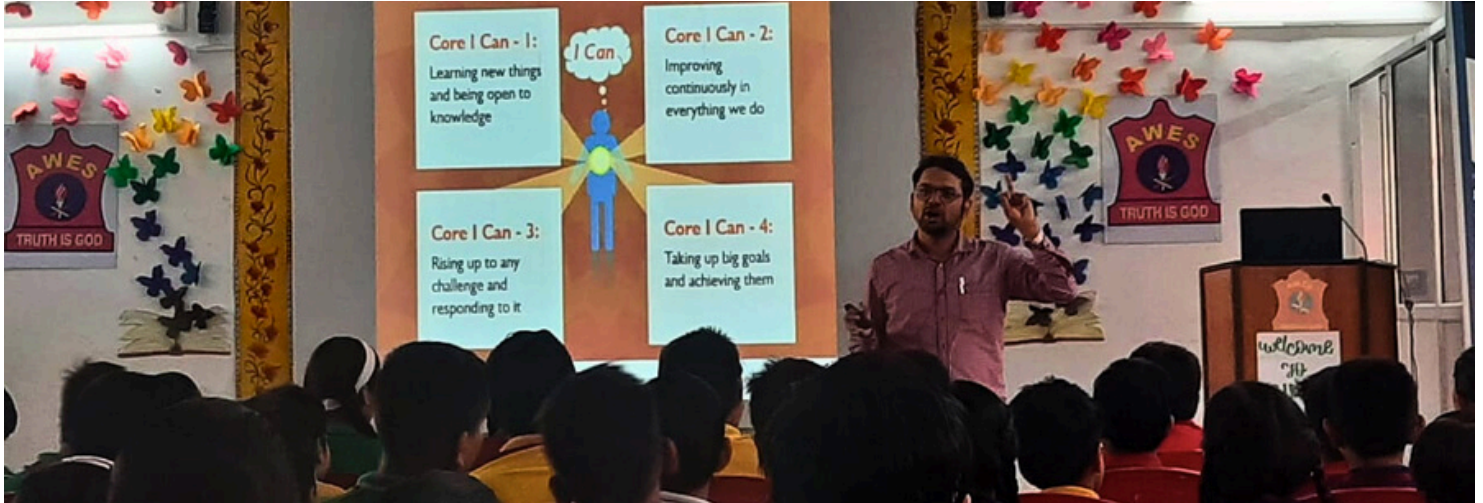
- The one-day training can be conducted online or offline, offering greater flexibility for teachers.
- The program aligns well with the NEP 2020, incorporating key themes such as ethics, human and constitutional values, emotional intelligence, life skills, creative and critical thinking, problem-solving, and decision-making.
- Students participating in FCP will have the opportunity to join Awakened Ambassadors for Community Transformation (AACT), a platform that helps them apply their learning through meaningful project work.



By introducing FCP, we aim to ensure that value-based education remains accessible, impactful, and sustainable for schools across the country.

In the last academic year, the total number of FCP schools in different categories was 2,379 and our master trainers trained 4,796 teachers across all categories of schools. Despite the high training load, the program was successfully implemented at a satisfactory level.

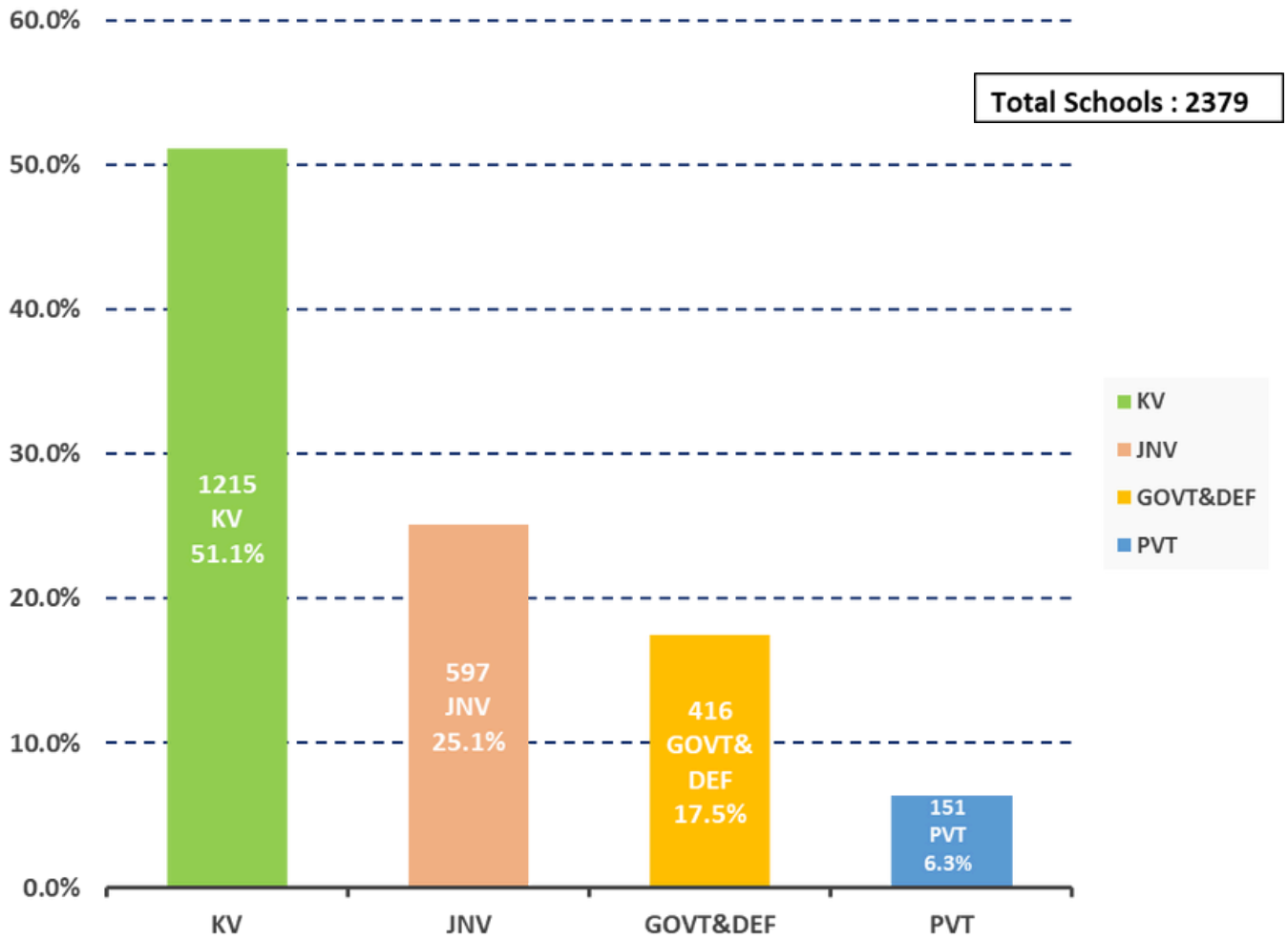
The module status in schools of different categories is presented in the chart on p.no 9.



**“The end and aim of all education is man-making and character-making”
-Swami Vivekananda**

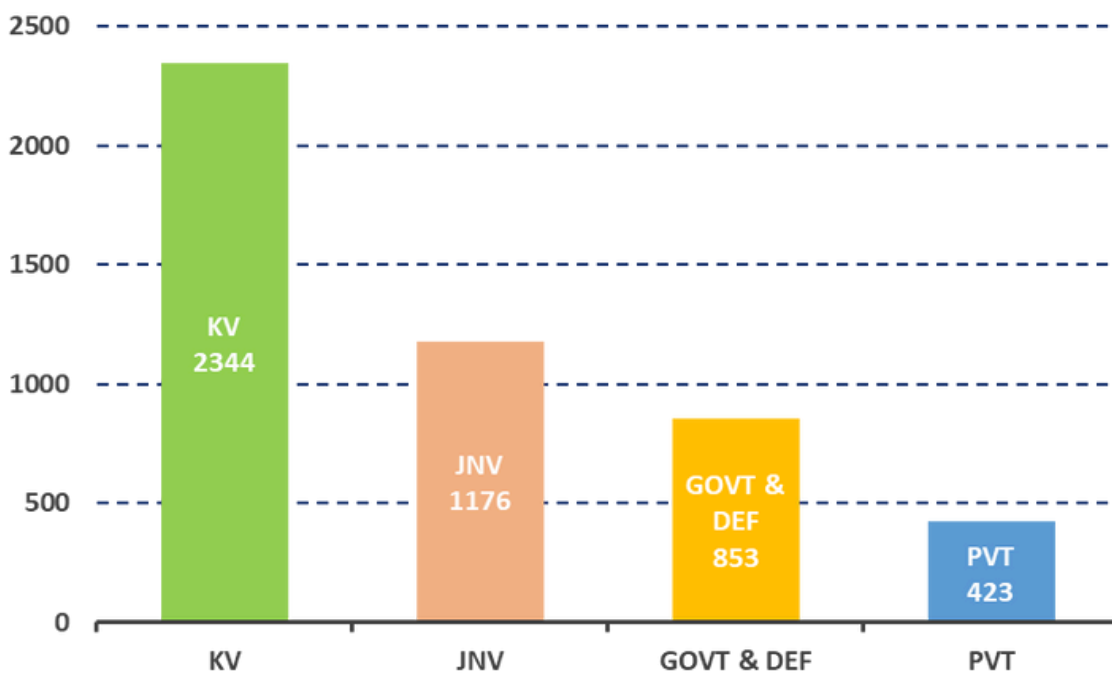


Active FCP Schools as on 31 Mar 2025



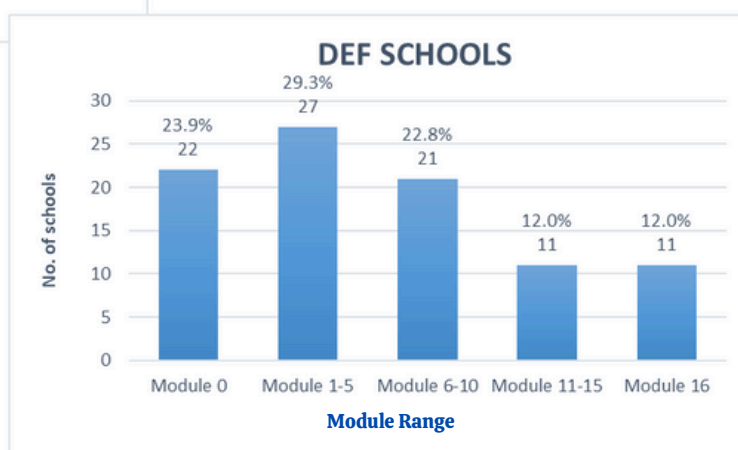
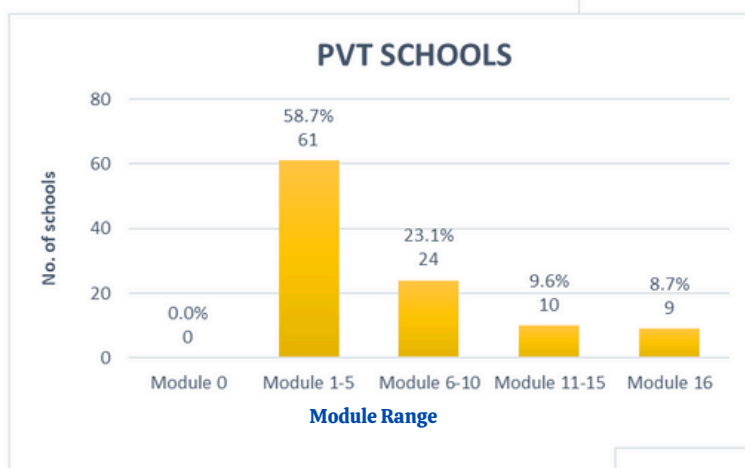
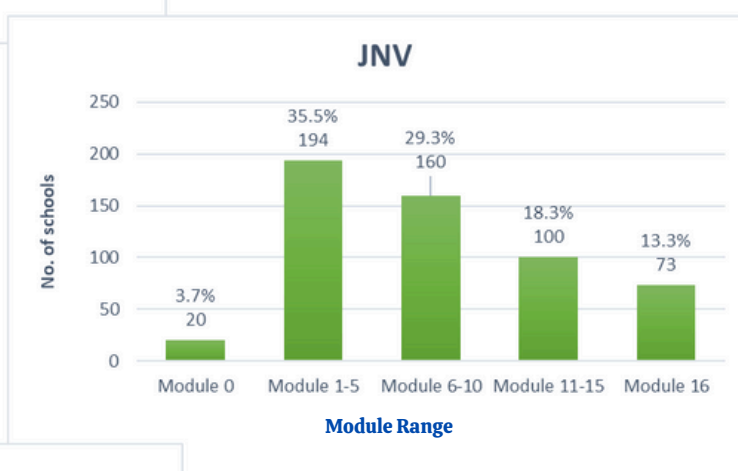
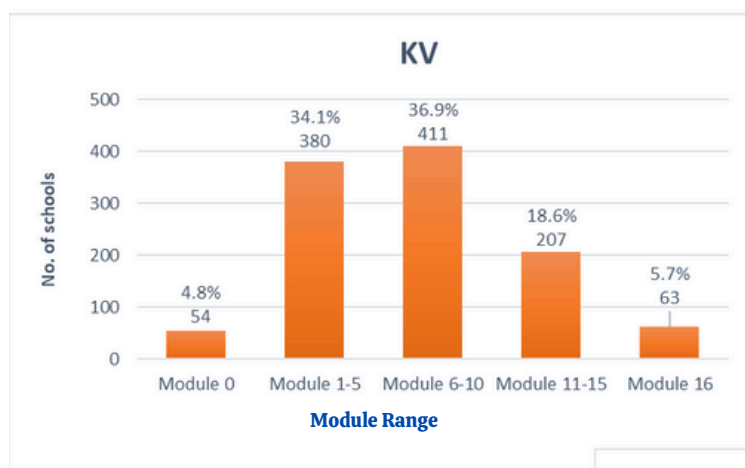
FCP Trained Teachers

Total Teachers : 4796





Module Progress Status in Different Categories of Schools





1.2 Teachers Training: Learnings and Action taken

Training teachers across different categories of schools in conjunction with authorities across the country is a humongous task, which the training team accomplishes year after year with great success. The additional challenges posed are the limited resources and the limited time frame to conduct training.

The unique aspects of our team is the team spirit and the bond between resource persons. There have been instances when a team member has been woken up and asked to leave for training in the middle of the night as the earlier designated person fell ill suddenly. The team member did not even think twice before jumping on to the train.

The ability of the team to criss-cross the country in the worst summer months sometimes to even remote locations is a tribute to the resilience and the willingness to stretch themselves for a cause. It is these qualities of team members that earn the respect of the teachers who have expressed this quite often during the training or in the feedback.

We do this year after year as there are always learnings and the desire to improve continuously. Some of the learnings and action taken are listed below:

Pre-Training:

- During last academic year's training, more involvement of local RPs was encouraged which resulted in better coordination with the respective KV and JNV ROs. This led to a seamless flow of communication between VIVA, KV & JNV HQs, and the respective ROs.

Training:

- At the request of the Regional RPs, the FCP Facilitator Development Program (FDP) has been slightly modified by the External Training Team in consultation with a few senior RPs, with the aim of enhancing teacher participation and engagement. A pilot of the revised FCP FDP was conducted in a few regions, and the feedback was encouraging.

Post Training:

- In response to suggestions from Regional RPs, the feedback form was redesigned to capture meaningful anecdotes and insights from teachers. This would enhance the quality of our quarterly report.
- To provide a comprehensive overview of teacher training, a new MIS format has been designed by the Internal Training Team.

This year we trained 5,609 teachers, taking the total number of teachers trained to 67,090.



1.3 Implementation of FCP in State Government Schools

Dealing with state government agencies has been one of our biggest challenges.

The MoU with the Rajasthan Council of School Education (RCScE) expired in February 2024. Our communication with the RCScE office and various visits were met with complete silence by the officials for almost 8 months. Our main interest was to revive the MoU so that the girl students of the 200 Kasturba Gandhi Balika Vidyalayas which were added to the MoU in 2022 could benefit from the program. We had seen these schools responding well to the program.

With relentless follow-up with the SPD office of RCScE, the MoU finally got renewed for a period of 5 years. Swinging into action the team trained the teachers from these schools to start the program by the end of January 2025. We are satisfied that the schools have resumed running the program and the updates are encouraging.

The story of Haryana School Shiksha Pariyojana Parishad (HSSPP) is no different. The 90-plus schools trained to run the program could not start the implementation for the want of written instructions from their HQ, i.e. HSSPP. Again, with constant follow-up with the HSSPP, the teachers were trained/ given a refresher in December 2024 so that the schools could start the program again. The resource persons have been able to visit 25% of the schools and reported that the program has been started again.

The overall experience of handling the State Government officials has been stressful, but seem to have yielded worthwhile results.





1.4 Adopted School Model of FCP

Background

Kendriya Vidyalaya Sangathan started the implementation of the Awakened Citizen program (the three year version of the middle school value education program) as early as 2014. Till 2024 all its schools (Kendriya Vidyalaya) were running this program as per the MOU entered between RKM and KVS.

Similarly, the Navodaya Vidyalaya Samiti started the implementation of the Awakened Citizen program (the three-year version) as early as 2017. Till 2024 all its schools (Jawahar Navodaya Vidyalaya) were running this program as per the MOU entered between RKM and NVS.

The three-year program (ACP) implementation suffered several setbacks in both KV and JNV because of the transfer of teachers which adversely affected the graded nature of the program.

To overcome this, it was decided to implement this year a condensed version of ACP called Foundation of Citizenship Program. At the same time it was decided that 150 schools will continue with ACP and the rest of the schools will move to FCP. It was further decided that 150 schools will be adopted by Ramakrishna Mission resource persons to conduct FCP with the objectives of -

- Understanding the roadblocks in implementation and finding solutions;
- Understanding the impact of the program; and
- Suggesting strategies to improve the implementation so that the impact is improved further.

Schools Adopted by VIVA

100 KVs and 50 JNVs chosen from different parts of India by VIVA were adopted. In the adopted schools the Resource Persons (RPs) were to visit the schools and conduct the class in one section of class 7 so as to complete the 16 modules. In addition, RPs were to motivate the trained teachers to conduct the modules in other sections.





Challenges Faced By VIVA Team

The RPs visited the adopted schools and attempted to complete all the 16 modules of FCP. In the process, several challenges were encountered such as:

- The FCP program was not included in the School Time Table. Hence regular assigned periods were not available to RPs for program conduction.
- School Principals and Coordinators in some schools were not inclined to support the RPs in class conduction.
- On several occasions, after agreeing to the visit of RPs for conducting the program, the permission was denied after the RPs reached the school.
- This led to long gaps between sessions for which reiteration with the children would be necessary, leading to decreased time for the current session.
- Infrastructural issues like-
 - a. Disruption in electric supply;
 - b. Weak internet connectivity;
 - c. No overhead projectors or interactive boards in school;
 - d. Non-functioning projectors and interactive boards and inordinate delay in getting them repaired; and
 - e. Moving students to classes with projection facility, resulting in reduced class time.
- Students discipline and other issues were faced by RPs. Talkative and unruly children were difficult to control. Since all RPs are not trained as teachers they found it difficult to control the class. Requests were made for the presence of a teacher to control the class but many a time the teacher was not available.

Comparative Study — VIVA Team vs. Other FCP Schools

In spite of the above-mentioned challenges, the resource persons performed much better in terms of module completion as compared to the trained teachers.

Comparative Table - Module Progress Number & Percentage - Adopted, KV, JNV - 2024-2025

Module Completion %	VIVA Adopted Schools %	Other Kendriya Vidyalayas %	Other JNV Vidyalayas %
1-4 [25%] Completion	13 Schools [8%]	392 Schools [35%]	206 Schools [38%]
5-8 [50%] Completion	25 Schools [17%]	332 School [30%]	115 Schools [21%]
9-12 [75%] Completion	46 Schools [31%]	272 Schools [24%]	129 Schools [23%]
13-16 [100%] Completion	66 Schools [44%]	119 Schools [11%]	97 Schools [18%]
Total	150 Schools	1115 Schools	547 Schools

From the above data it is clear that the performance of RPs in Adopted Schools are much better in comparison to the trained teachers of FCP in their respective schools.



The reasons for this are many:

- The training of teachers of some regions took place very late due to several operational reasons (elections, etc);
- The teachers are not motivated enough to overcome the challenges the school poses like no slots in timetable, lack of infrastructure, etc.; and
- Even some motivated teachers cannot find time due to the excessive workload and unplanned events.

The adoption model helped the resource persons understand the on-the-ground realities and actually empathize with the teachers.

Student Feedback from Adopted Schools

Feedback from students which were collected through questions in hard copy after the completion of modules, is summarized below:

- Most students enjoyed the sessions;
- They looked forward to the sessions every week;
- Students understood 'Atmashraddha' very well and would use this understanding in such situations when required;
- Most students connected with modules like Being Heroic, Seeking Perfection, Seeking Truth, etc.;
- Expansion, Living in Harmony and Shraddha are topics a little difficult to grasp though they understood their importance; and
- Students came up with interesting perspectives on how the program will help them in future.

Story of Transformation

Resource persons of VIVA observed certain transformation in the students of classes where they conducted the program:

- Attention span in children improved in the classroom as they were silent and observant with each module progress. This was also observed by their teachers;
- Some students expressed deep insights when values were being discussed;
- Students were more interactive. The silent ones were found participating in discussions;
- Students were more disciplined;
- Students were inquisitive to learn and categorize solutions to challenges as per the Inner Possibilities; and
- Some students shared their feelings and experiences in implementing the 'Inner Possibilities' in day to day life.

1.5 Importance of Handholding of Teachers

Enabling a teacher to become a facilitator of self-discovery in students is the prime objective upon which our teachers' training workshops are based. Yet as an organisational structure, handholding the teachers in their school set up as well keeping up on the progress made throughout the academic session and providing active support whenever and wherever necessary by our team spread across the length and breadth of our country is definitely a key feature of our program implementation.

The present education system focuses majorly on academics, posing a great hindrance in smooth conduction of the value education program at the classroom level. Overburdened with multiple activities, with no specific categorisation in terms of priority from the school management level makes implementation difficult. Hand-holding seems to be the only solution to buffer challenges on the field level.

With a dedicated team of resource persons stationed at every state across the country, the task becomes simpler. Paying a visit to each and every school, meeting with the various stakeholders, motivating them at regular intervals through phone calls and emails, checking upon their needs by means of classroom observations and providing constructive feedback is unique to our modus operandi.

Notwithstanding challenges arising out of the scale of implementation based upon our vision that the beneficiaries increase manifold over a shorter period of time when channelled through the teachers nationwide, handholding stakeholders has proved to be the best way forward for maintain consistency and motivation.





1.6 Impact Survey of ACP and FCP

Two impact studies were conducted, one by Centre for Science of Student Learning (CSSL) Bengaluru and the other by Illumine Knowledge Resources Pvt Ltd Mumbai in 2025-2026. The details are as follows:

CSSL SURVEY

CSSL had been commissioned to do the impact survey of the first year of ACP. The study was conducted in total of 306 government and private schools spread across 23 states and Union Territories in India. 4,099 students took part both in the baseline and endline assessment. The data was collected in both online and offline mode. The Vignette + Semantic Differential Tool was used in the survey. This tool consisted of 27-vignette based items. Each vignette item described a context and was accompanied by a series of bipolar adjectives and its associated 7-point rating scale. In addition a teacher perception questionnaire was filled by 183 teachers in an online mode.

Results

- Overall, Private schools and Defence Schools showed a more positive change due to the intervention, as compared to other schools.
- In addition the following results were highlighted -
- Girls in general (across school types and medium) showed positive internalization of ACP values due to the program, as compared to boys
- Across school types, most positive changes were observed in students of values such as 'Being Heroic' and 'Being a Truth Seeker'.
- The ACP is mostly and unanimously liked by all teachers. Teachers also seem to ask for more ACP training and a reduction in ACP implementation duration.
- In conclusion, the program was found to be effective and showing a positive impact. It measures internalization of values among students and not just the knowledge of the values.

ILLUMINE SURVEY

To study the impact of FCP on students, Illumine Knowledge Resources Private Limited was commissioned. Impact study focused on measuring the overall quality of engagement of students across 4 dimensions.

- Engagement with Self
- Engagement with Others
- Engagement with Academics
- Engagement with Life Challenges.

Survey sample included 32 Jawahar Navodaya Vidyalayas (JNVs) with 2,019 students. Impact was captured through (a) perceptions of teachers on changes they have noticed in the students and (b) self-rating by students. Data for the baseline was collected at the beginning of the academic year. At present, the endline data is being captured. Aggregate report will be based on Baseline-Endline comparison.

Analysis of the baseline results has shown that majority of students are scoring low in confidence and overall quality of engagement with life.

Out of the total students (n=2019), only 1.3% of students scored high in their engagement on all 4 dimensions. 24.1% students scored very low. This showcases the need for interventions like FCP to bring about a change in the scenario.



2. Primary School Program

2.1 Awakening: significant strides

Awakening is a unique Value Education initiative tailored for primary school children from Class 1 to Class 5. Its core objective is to instil essential values in young minds, empowering them to embrace these principles voluntarily. This, in turn, equips them to navigate life's challenges more effectively as they mature. Moreover this program would also serve as a foundation for FCP, our middle-school program.

Since its inception in 2021, Awakening has made significant strides. A total of 6,203 teachers have undergone training to become program facilitators, representing 517 schools across 26 states. Across the 458 active schools, 362 school visits were conducted, allowing for the observation of 780 classes to ensure effective program implementation and ongoing support.

In the 2024-25 academic year, the program expanded significantly, onboarding 192 new schools. This strong retention and growth reflect their trust, confidence and commitment to our program. This includes 82 Kendriya Vidyalayas, 42 NTPC project schools, 24 Ramakrishna Mission schools, and 2 state government schools.

NTPC approached us to enroll their project schools in our programs—a challenge for our team due to the large number of teachers involved. However, with dedication and strategic planning, we successfully trained 212 teachers from 42 schools across India in just six online batches during October and November 2024. Since the training took place late in the academic year, the team was able to visit only 16 schools in-person. However, we maintained active and consistent communication with all schools to ensure ongoing support and engagement.

This year, 24 new Ramakrishna Mission (RKM) schools joined the Awakening Program, bringing the total to 79. With 231 teachers trained, the cumulative count reached 426. 73 RKM schools were visited, confirming effective implementation, with engaged students and dedicated teachers who appreciated the program's structure.

In addition to mainstream schools, we also onboarded a few schools who serve the underprivileged. In June 2024 we onboarded Sevalaya's Mahakavi Bharathiyar Nursery and Primary School, Thiruvallur, Tamil Nadu, which serves underprivileged children across 40+ villages. The Tamil Nadu team trained 15 teachers, equipping them with the necessary guidance and support. The response received from both students and facilitators during our visit was extremely encouraging.

In July 2024, we collaborated with the Rotary Club of Gurgaon Greens, Gurugram to onboard two Haryana government schools—Government Girls Model Sanskriti School, Badshahpur, and Government Model Sanskriti Primary School, Fajilpur Jharsa. Following the training, teachers conducted sessions with full commitment, and nearly 100% of students actively participated when our resource person went to meet them.



A total of 65 training programs were conducted, successfully training 2,722 teachers. Educators found the discussions highly meaningful, enriching their perspectives, and enhancing their facilitating capacities.

52 new KVs were successfully trained, engaging 1,947 teachers. Training for 30 KVs pending from last year was also completed, bringing the total to 220 KVs with 2,640 trained teachers. We received wholehearted support from the KVS headquarters, regional offices, and training venues, ensuring smooth execution of the training sessions. With the groundwork laid, the VIVA resource persons have provided continuous support through school visits, ensuring effective implementation. Students demonstrated enthusiasm in exploring various values through storytelling and actively sharing their learning experiences. In all 442 schools visits were made with 827 class observations.

To study the impact of the program on teachers and students, a feedback questionnaire was distributed by our resource persons during school visits. A PDF document gives a collection of the feedback received which is very encouraging and shows that the program is having meaningful impact.

The Awakening Program continues to expand its impact, building a strong foundation of values in young minds. Moving forward, we aim to onboard more CBSE private schools, enhance teacher training, and foster peer learning through the Vivek Shakti Forum. To strengthen implementation, we will work with authorities to ensure dedicated timetable slots, provide further enabling sessions for teachers, and improve follow-ups with structured school visits and reporting. Through these efforts, we strive to make value education more accessible and empower educators to create meaningful learning experiences.



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-Swami Vivekananda**



3. Community Initiatives

3.1 Student Community

Awakened Ambassadors for Community Transformation (AACT), was created to offer a platform to the students who have completed at least 2 years of the Awakened Citizen Program, to collectively inspire and lead them into a bright future. Becoming an ambassador would give them self-confidence, a sense of purpose and the ability to collaborate with a group of mentors and peers. It will also have a clear constructive impact on their studies and future employment opportunities.

The academic year 2024–25 was marked by a remarkable growth and transformation in the Awakened Ambassadors for Community Transformation (AACT) program. Throughout the year, our team engaged in various initiatives aimed at nurturing self-awareness, resilience, and leadership among students across different regions of India. The year also saw the introduction of a new model, expanded collaborations, and the continued success of our "Design Your Destiny" course.

As mentioned, our streamlined, one-year value education program titled the Foundation of Citizenship Program (FCP), was introduced in schools this year as a condensed version of our flagship three-year graded program, the Awakened Citizen Program (ACP). With this new development, the AACT is undergoing a restructuring to better align with the needs of students completing the one-year program. In collaboration with ELF Learning Solutions, our team is developing 24 activity-based modules to be spread over two years. These modules are almost ready and the guidelines for teachers to conduct the program is under preparation.

The Principal orientation and training deck for teachers are being prepared to roll out the program in the next academic year. A series of internal training sessions were conducted to familiarize team members with the structure and process of activity-based modules. To deepen their understanding, team members also carried out selected activities, allowing them to experience the objectives first-hand. Since its inception, the program has enrolled 1,490 students. Currently, 180 students have accounts on the MySphere platform, with many actively updating their profiles and participating in platform-hosted competitions.

Ambassador Achievement: Ms. Meghna Dixit completed the Kuviraa Ambassadors Program, a virtual fellowship, on a full scholarship. Kuviraa's founder, Shevika M wrote, "Meghna brought a unique perspective and pushed all other participants' thinking. She was very curious and asked insightful questions to the speakers. A cherry on top was that she is an excellent poet and wrote beautiful poems for our cohort and the program."

Ambassador Ms. Amrita Rai actively contributed to the Youth Connect Forum at VIVA, delivering impactful talks on ideals of Swami Vivekananda guiding towards self and spiritual-awareness.



Student Feedback:

"There was this time during the course where I had to give a presentation in front of the whole class, and I was super nervous because public speaking is not really my thing. But I pushed myself to do it, and even though I was scared, I feel proud because I faced my fear."

– Aanchal Sharma,
KV Gwalior.

"By setting clear goals, developing a study routine, staying organized, and managing my time effectively, I have learned how to balance my studies and personal growth."

– Diksha Sharma,
Ramakrishna Mission School, MPBSE.

"To love your parents selflessly without expecting anything in return is something I truly understood through this course."

– Chitwan Bhardwaj,
Ramakrishna Mission School, CBSE.

3.2 Teacher community

Vivek Shakti, our community initiative for ACP-trained teachers, has 750 members. Due to transition to FCP in many schools in this year, we changed the pattern of our engagement with teachers on every Tuesday through an online meeting. The Tuesday forum had very good participation of teachers in which a range of topics were covered such as implementation of our programs, content of our programs, facilitation methodology and many other topics that were of interest to the teachers. Teacher participation in the online mode varied from 10 to 100 teachers. It is planned to merge this with Vivek Shakti next year.



“The end and aim of all education is man-making and character-making”
-Swami Vivekananda



4.College program

4.1Vivek Marg - A Foundational Course for Future Professionals

The transition for students from school to college can be a challenging experience, which requires them to balance freedom with responsibility and deal with heightened expectations from parents, professors and society at large. India has the largest youth population in the world and stands to gain immensely when young citizens develop themselves by channelizing their energy and attention in the direction of their interests, abilities and societal needs.

Programs like Awakening, ACP/FCP and AACT cover the important developmental stages of a child through school. To enable youth to transition from school to college and further to purpose-driven careers, Vivek Marg has been developed. It is a 10-module program in which they can learn to use Viveka and Vichara to lead a life of values. The content has been created in-house based on the vast experience the team has gained while working with a range of stakeholders across the nation.

In May 2024, the Vice-Chancellor of Delhi Technological University (DTU), Prof. Prateek Sharma, evinced a keen interest in introducing a 2-credit value-added course in line with the recommendations of “Mulya Pravah 2.0: Inculcation of Human Values and Professional Ethics in Higher Educational Institutions”, which are a set of guidelines developed by the University Grants Commission (UGC) based on the National Education Policy (NEP), 2020. The Memorandum of Understanding between VIVA and DTU was signed in September 2024, with the goal of introducing Vivek Marg as a 2-credit value-added course (VAC) in every semester for 1st and 2nd year engineering students.

Between October and December 2024, 20 faculty members of DTU underwent a 5-day facilitator development program (FDP) and were certified to conduct Vivek Marg. Classes for the Even semester started in January 2025, with 89 students enrolling for Vivek Marg, being offered by the Centre of Excellence for Science of Happiness. Three batches were formed, with approximately 30 students each. VIVA RPs visited DTU regularly to conduct baseline surveys and observe classes which were facilitated by certified faculty members. After initial concerns about attendance, the momentum has picked up by the end of March 2025, with students participating enthusiastically in group presentations as part of the mid-term evaluation.

The semester will end in the last week of April 2025. Endline surveys will be administered to students to measure internalization of values and shift in mindset.



5. Initiatives for other stakeholders

At VIVA, the objective to reach Swami Vivekananda's teachings to a large cross section of society is achieved by connecting to different groups of people through workshops, camps and online meetings. This year we had the following engagements:

5.1 Kalyani – The Awakened Woman

Kalyani is about the awakening of a woman to her inherent potential and infinite identity. It is a journey of self-discovery. Swami Vivekananda strongly felt that all a woman needed was education and she on her own could find the solutions to her problems. In the year 2024-25, following Kalyani workshops were held:

- May 2024: A pan-India online Kalyani workshop was held. For 6 weeks, at one session per week, the participants engaged on the major Kalyani themes of self-belief, understanding our deeper natures, harmony, and the purpose of life among other ideas.
- One special online session dealing in-depth with building self-worth was presented in Bengali for participants from Bengal. This was the first time VIVA tried a regional Kalyani workshop. It was a success and we hope to spread the message of Kalyani in regional languages across the country.
- A six part offline workshop was planned and the content was created by the women in our own team. The first of this series of workshops was conducted on the theme, 'A dialogue with yourself' and was a great success.

5.2 Svarat – Living in Ananda

- Svarat is VIVA's offering for senior citizens. The idea behind Svarat is that senior citizens may find a space to discuss value-based ideas or spiritual ideas that they would like to know more about. They discuss among each other while the VIVA resource persons moderate the interactions. In the year 2024-25, the senior citizens community came up with a few topics for discussion. The following topics were discussed: "From blame to balm" and "Bondage is of the mind and freedom is of the mind" with fruitful engagement.
- VIVA was invited by the National Institute of Social Defence (NISD), Dwarka, New Delhi to collaborate towards conducting meditation and spiritual workshops for senior citizens. Three workshops were conducted by senior resource persons and participation of senior citizens was ensured by the NISD. The senior citizens were enthralled by not only well conducted meditation sessions but also by the new understanding on self-belief, mind control, acceptance and on living a purposeful life through spiritualization of everyday activities. The enthusiastic participation was noteworthy and encouraging.



5.3 Summer and Winter Camp for Children

VIVA had organized a summer camp in which the children were exposed to enriching ideas of self-respect, compassion, caring for others and the environment, the art of concentration through stories, activities, arts and crafts.

VIVA organized a 3-day winter workshop for school children in January 2025. The children engaged in fun-filled activities, learning and bonding with each other. Guest facilitator Soumi Duttagupta captivated the children with enchanting sessions based on tribal tales, adding a unique touch to the experience.

5.4 Collaboration with an NGO

Arth Foundation, a notable NGO providing care and education to children from lower income groups had collaborated with VIVA for the value education of its students. Four to five monthly sessions were conducted. The students were divided into two batches depending on their age; the junior batch (8-12) and the senior batch (13 and above in age).

The sessions were 2-hour long and were held between May-August 2024. The topics ranged from developing self-confidence, overcoming fear, heroism and courage, the value of seeking perfection, focus and concentration and on recognizing our strengths and weaknesses.

5.6 ARISE To Empowered Parenting

The VIVA parents workshop allows the parents to become responsible choice makers in their role as parents and therefore emphasizes the values of responding to children and building a lifelong loving connection with children. ARISE is a two and a half hour highly interactive, discovery-based workshop for parents in which the parents are introduced to a simple framework using relatable examples.

- This year one parenting workshop was held at VIVA on April 20th, 2024.
- Parenting workshops were held at National Public School, Kengeri, Karnataka by one of our resource persons for parents of the school as part of the parent orientation program. It was a 4-day workshop with nearly 350 participants.



5.7 VIVA School of Languages

VIVA's latest initiative in the year 2024-25 was the introduction of the VIVA School of Languages. Classes in spoken English, German and French are conducted by professionals competent in the language. The first batch concluded successfully and the second batch is in progress. VIVA began this initiative to help youth, job seekers and other professionals looking to improve their language skills for better employability as well as value addition to their skill set.

5.8 Tuesday Forums

A new initiative, the Tuesday Forum for Educators was launched by VIVA in the month of July, 2024. It is a one-hour forum where VIVA resource persons invite teachers from all over the country who conduct VIVA value education programs, namely, ACP, FCP and Awakening in their schools. It is conducted online from 5 - 6pm every Tuesday. Teacher participation varies each week but the feedback when they attend is very positive and motivating for the participating teachers as well as the VIVA resource persons involved. So far 16 sessions have been conducted on a range of topics and participation has varied from 10-110 teachers

5.9 Youth Connect

Every Sunday between 4-5pm, youth connect sessions are conducted at VIVA offline or in a hybrid mode. The content revolves around ideas of Swami Vivekananda beneficial to the youth, if practised with shraddha. The sessions have been mostly moderated by VIVA resource persons. Quite often guest speakers have been invited to speak on a topic relevant to the youth. Topics such as Yoga for complete health, Swami Vivekananda as role model for the youth, the relevance of our ancient wisdom in modern times, heroism and strength have been found to resonate with the participating youth.

Usual challenges faced while conducting the other value initiatives of VIVA:

We have seen that most value initiatives for various stakeholder communities are very well received when conducted. Most people value the work done by VIVA and find the learnings fruitful and strengthening. We receive much regard for the work being done for the society at large.

However, our greatest challenge is bringing in participation. Our team works hard through social media and other outreach even if that means visiting people and communities personally.

“The end and aim of all education is man-making and character-making”

-Swami Vivekananda



6. Our Backbone

6.1. Capacity building, a continuing challenge:

During the academic year 2024-25, a series of capacity building sessions were conducted throughout the country, either in an online mode or offline. There were two agendas in accordance with the type of resource persons. For the existing RPs we had pan-India events primarily during the lean periods of school vacations and examinations. For the new recruits, we conducted rigorous offline and then online internal training sessions based on program content and implementation, in various groups and batches. A few refresher capacity building sessions were also organised for select RPs at various intervals.

Our values education programs revolve around Swami Vivekananda's idea of 'Atmashraddha' i.e. belief in oneself. This idea when engaged systematically and regularly, has the potential to manifest itself as a powerful tool in our day-to-day lives.

Regularising and systematising such events is not far from being challenging. When the primary focus of our RPs is in program implementation in the field, requiring constant travel and engagement with various stakeholders, snatching time out for internal trainings and prioritizing online or offline engagements becomes a hindrance.

Moreover, new recruitments are made throughout the academic year, making it far more difficult to set up systems to channelize content assimilation and delivery. Considering the small window open in the school calendar requiring the recruits to be sent off at the earliest for field work, the time availability factor for internal training poses an obstacle to deeper engagement.

And also, the members who join the team may not necessarily be oriented to the ideas and ideals of Swami Vivekananda on which our program content stands upon, making the capacity building a form of art at an intrinsic level requiring the artist to initially prepare the canvas and model ideas thereupon.

In spite of all these roadblocks, we have been able to deliver and hold our team to the ideals set, under the combined effort and dedication shown by a set team of staff and volunteers. Small batches were led by various internal trainers throughout the country keeping the wheel of engagement, reflection, assimilation and delivery rolling. A key note of this year's capacity building engagement has been to empower our entire team to curate and deliver content and ideas themselves under the guidance of senior mentors and moderators making the team realise their true potential.

In all, we did 250 hours of internal training in 2024-25



6.2 Expanding our Digital Footprint

The Social Media and Design Team successfully expanded the digital footprint of the Vivekananda Institute of Values, Gurugram, through a strategic and engaging approach. During the year, our team has actively promoted flagship programs, major events, and value-based initiatives, strengthening our online community and increasing awareness of Swami Vivekananda's teachings. This period was marked by significant milestones, including multiple Youth Conventions, the launch of in-house podcasts, impactful collaborations, engaging content, and an overall boost in social media presence.

Strengthening Digital Presence

- A total of 180+ engaging social media posts were published across platforms, reinforcing our core mission of value-based education and self-transformation.
- Over 50+ reels and short videos were created to ensure continuous audience engagement and connection with our initiatives.
- Several quotes related to the teachings of Swami Vivekananda were published.

Major Event Promotions & Successful Execution

Youth Convention 2025 (January 12th, 2025):

- Successfully hosted 200+ participants featuring inspiring sessions, impactful skits, and interactive discussions.
- Sharad Vivek Sagar was the main speaker, while Swami Shantatmananda delivered the inaugural address.
- Registrations saw an overwhelming response even before the event, highlighting the growing interest among the youth.

In-House Podcast Launches

• Podcast with Swami Shantatmananda (March 2025):

- Hosted by Vivekananda Institute of Values, Gurugram, this thought-provoking discussion centered on the theme, Perspectives.
- The podcast was well-received, generating significant engagement and positive feedback.

• Podcast with Shradha Sharma - CEO, YourStory Media (May 2024):

- An enriching session exploring the need for value education in modern education and daily life challenges.
- Received appreciation from educators and spiritual seekers alike
- The podcast garnered over 10K views on the YouTube channel.

Podcast Teaser & Engagement:

- Several highly engaging reels were extracted from both podcasts, further amplifying reach across Instagram, YouTube, LinkedIn, and Facebook.

Strategic Video Productions & Collaborations

Sarada Tapovan Promo Film (Released in December 2024):

- Successfully garnered 8K+ views on YouTube, with over 250+ hours of watch time.
- Sparked numerous inquiries for upcoming spiritual retreats at Sarada Tapovan Tehri, demonstrating its effectiveness in attracting the audience.

“The end and aim of all education is man-making and character-making”
-Swami Vivekananda



Corporate Retreat Video for Sarada Tapovan (Released in January 2025):

- A dedicated video was created to promote corporate retreats, highlighting leadership and mindfulness programs for professionals.
- Designed for organizational outreach, this video is expected to increase participation from corporate audiences.

Educator-Focused Video Content:

- A special video was produced to educate our educators on the importance and relevance of their roles in implementing Value Education programs in schools, as well as their contribution towards nation-building.
- Tuesday Educationists Empowerment Forum Promotional Video was released to encourage more educators to participate in the sessions.

High-Impact Reels & Shorts

Reels featuring Swami Vivekananda's teachings and initiatives received significant traction, creatively linking his wisdom to ongoing programs at VIVA.

Impactful collaborations

- We initiated a successful collaboration with Dr. Chetan Solanki (The Solar Man of India) and his Energy Swaraj Foundation on Instagram, resulting in increased audience engagement and expanded reach.
- We also collaborated with the National Institute of Social Defence (NISD), New Delhi, on Instagram to further promote our Spiritual and Meditation Workshops, increasing engagement with our audience.

Social Media Growth Metrics (31st March 2024 vs. 31st March 2025)

Platform	Mar-24	Mar-25	Growth %
Instagram	455	5,110	1023%
Facebook	1,940	2,848	47%
LinkedIn	1,215	1,573	29%
YouTube	2,684	3,164	18%

Likes, comments, and overall engagement have significantly improved compared to last year, reflecting a stronger connection with our audience.

Looking ahead, we are hoping to expand further next year by greater educator engagement, corporate outreach and innovative digital initiatives. This year marked a transformational growth in our online engagement and outreach. Our efforts in promoting value-based education, spiritual retreats, and impactful events have created a strong foundation for even greater impact in the coming year. With increased engagement, new initiatives, and a growing community, we are poised to continue spreading Swami Vivekananda's teachings in meaningful and innovative ways.



6.3 Support Services

People are our biggest assets. Our growth, service and sustainability are established based on nurturing interdependencies and adding and sharing values in the workplace, people and the work we do. There are teams who are at the front and there are teams who work silently to strengthen the team spirit.

Finance & Accounts

The role of Finance and Accounts team in an NGO is very challenging given the constraints of funds to run the programmes and sourcing of funds. The F&A team's main function is to manage all transactions – receiving and outgoing, keeping an insight into resources for strategic decision making for accomplishment of the goals, regulatory compliance and societal commitments etc.

Administration

The Administration team acts as a nodal point for coordination between all the teams. The admin function maintain all performance data for the sponsors, coordinates with school authorities for programmes, support organising workshops for the additional initiatives, support the F&A team with data, support field resources with necessary documentation and policy papers in discharging their duties, safe keeping of all the critical data and document, ensuring that the workplace is vibrant. Monitoring the tasks performed by the field members is a challenging task. To streamline this we have procured a field force attendance and task monitoring tool for enhanced collaboration, communication for boosting efficiency and productivity.

VIVA support services

Technology Services

The Technology Services team ensures that the technological assets we use are maintained as per IT policy and security guidelines, regular maintenance of assets, web site maintenance, coordinating with vendors for spares procurements and, internet service providers to provide leased line services for our online and web based work needs.

Data Management

The Data Management team provides data related services from sourcing of data to storage of data. We use a database management system based application to process data and generate analytics. These data provided the management with inputs and insights to steer the boat.



6.4 Our Nationwide Team

VIVA boasts of members from across the country speaking different languages with diverse cultural background.

- Each one of us in the team carry the same belief, “I Can” and work towards a common purpose to bring in transformation in the society by engaging them with the ideas of Swami Vivekananda through the various programs of VIVA.

Various initiatives taken to strengthen the team bonding are as follows:

- Recordings of Swami Vivekananda’s Karma Yoga snippets were shared in WA group which helped in deeper understanding of Swami Vivekananda’s ideas and beliefs.
- Music connects people irrespective of the language and cultural barriers. Team members’ soulful renditions, shared to all team members, was appreciated .
- The work of various artist in our team was shared and appreciated.
- Temple Series-Team members gathered extensive knowledge of temples from various sources and shared the same with detailed description of history, customs and pictures so that the team could develop Shraddha for the country and culture.
- Each language is unique and sweet. Appreciation for each other’s mother tongue brings in harmony. This was done in a simple yet meaningful way leading to developing Shraddha for various languages spoken by our team members.

Overall these team bonding activities were well designed and provided an informal platform to the members to learn and grow together, expressing themselves freely and motivating each other.

New Team Members write about how they got introduced to VIVA and the experience so far:

My strengths are brought forth through the vested interest the organization shows in me and in turn I deliver the best I can. What VIVA does, aligns to my strengths, my professional experiences, my personal belief system and the deep values that I aspire to lead my life with. I continue to get interested in the quality work that is done here as the focus and vision of VIVA’s work remains unperturbed in spite of various obstacles. It is a delight to work with a team that is vested in the growth of the organization, that cares intensely about the impact it makes, along with nurturing its employees and volunteers in their personal growth as well.



Neha Phull
Resource Person

VIVA adds another satisfying dimension to my work and my spiritual practice. Having gathered a significant understanding of the ideology and merits behind the programs, I have now plunged into meaningful discussions with schools/colleges/institutions, etc. The interesting journey of listening to different reactions continues; the work is challenging and rewarding, as is every bit that is done for the Ramakrishna Order, even remotely, as a mere volunteer! At this juncture of my personal life, I introspect a lot more.



Anuradha M S
Resource Person



WAY FORWARD

VIVA has grown significantly and has diversified into more value education programs over the years. A great deal of collaboration with Government and NGOs has taken place, where the team headed by Swami Shantatmananda has provided training and continual guidance through effective partnerships. In the coming years, more MOUs and working arrangements will be made to ensure both deeper and wider reach of the practical life-enriching ideas of Swami Vivekananda. There will be greater emphasis on providing direct contact with students in schools by either taking more sessions ourselves in the adopted schools or by having greater involvement in the new Awakened Ambassadors for Community Transformation Program, where children will internalize their learnings through community activities. Greater thrust will be given to introduce Vivek Marg in universities across the country. Efforts will be made to introduce corporate programs to Public Sector and Private Sector Corporate entities, either at Sarada Tapovan or at the VIVA premises or if needed, in the corporate training centres anywhere in the country. Specialised and customized programs for senior citizens, women, parents and other target groups will continue to be developed and held.

Priority will be given to recruiting and retaining truly committed individuals, who are determined to make a difference to their lives and the lives of others. Improved and continual internal training for the team will ensure that human potential is at its best. Impact studies will be done regularly on a sample basis to review and improve the programs offered by VIVA, which will be both a learning and training organization determined to encourage conscious decision making by all human beings.



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-Swami Vivekananda**