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Education For Empowering Government School Students As Change Agents: A Case Study Of Transformation Of A Government School Towards Realizing Viksit Bharat @ 2047

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Abstract

India's vision to emerge as a global leader—India @ 2047 **Viksit Bharat (Ref 1)** —offers a unique opportunity for students, especially from marginalized backgrounds, to play a pivotal role in national development. Government school students, who comprise over 50% of the school-going population and largely come from Below Poverty Line (BPL) families, possess untapped potential that can be harnessed through transformative education.

This study presents a case analysis of **ZPHS Jonnaavalasa**, (Ref 2) a government school in Vizianagaram district of Andhra Pradesh- India, where a pilot project was implemented using the "**Acharya Kalam's National Human Transformative Model**" (Ref 3). The initiative, led by Dr Nalla Boina Sudershan Acharya, Founder, **Lead India Foundation** (Ref 4), and team focused on training and mentoring students as **Change Agents**, guiding them through a structured "**Aap Badho Desh Ko Badhao**" (**You Develop, Nation Develops**) (Ref 5) training program encompassing human values, goal setting, personality development leadership and Patriotism.

The research model analyzes the impacts of the intervention on students' inner dimensions development across physical, mental, intellectual, emotional, social, and spiritual domains. It further explores the ripple effect on the school day to day extracurricular activities where students take up responsibilities of different groups changing environment, peer groups, and community. This model aligns with National Education Policy (NEP) 2020 (Ref 6) and supports UNO Sustainable Development Goals (SDG) (Ref 7) . Goal No 1 - No Poverty and Goal No 4-Quality Education.

The findings showcase how these students not only transformed themselves but also influenced their peers, families, and school environments and communities. Further indicate measurable changes in student behaviour, academic performance, leadership, and civic responsibility, highlighting the model's potential scalability for broader national adoption.

This study is authored jointly by Dr. Nalla Boina Sudershan Acharya, Principal Investigator and Founder of Lead India Foundation (Ref 12); Dr. Vijaya Laxmi Gannavarapu, Headmistress of ZPHS Jonnavalasa and Project Coordinator; and supported by Dr. Kommu Naveen Kumar, Lead India Alumni.

Keywords

Transformative Education, Change Agents, Human Values, Aap Badho Desh Ko Badhao, Lead India Foundation, India @ 2047-Viksit Bharat, Government Schools, NEP 2020, Inner Dimensions, Holistic Development, Peer Learning, SDGs

Introduction

India's ambition to become a global leader by 2047—coinciding with 100 years of independence—is encapsulated India @ 2047 vision of **Viksit Bharat the Global Leadership**. To realize this vision, there is a pressing need to empower the nation's youth, particularly students from socioeconomically disadvantaged backgrounds. Government school students, who often live consciously with basic challenges such as poverty, lack of food (Government provides as Mid-day Meal), proper clothes to wear (Government supplies uniforms) and shelter to live (government allots house to few) and limited mentorship, can become **Change Agents** for national development by changing the right mind-set, values, and skills beyond challenges.

In line with the National Education Policy (NEP) 2020 and UNO Sustainable Development Goals (SDGs), the Lead India Foundation launched a transformative education pilot program in Collaboration with Vizianagaram District Collector, Government of Andhra Pradesh, India and Rotary Clubs International to support Lead India Foundation under a Memorandum of Understanding (MOU) dated 11-11-2022, (Ref 8) issued proceeding orders (Rc. No. 69/2022/CPO (Plg-1), dated 16-11-2022). The directive was issued to the District Education Officer to coordinate and implement the program effectively.

This pilot project was initiated in 15 Government schools located in Vizianagarm Mandal, District Headquarters. Among those 15 schools ZPHS Jonnavalasa School was selected as a case study for the research article as a random sample. Experimental data, reports analysis of ZPHS Jonnavalasa school is being presented here as a random sample for assessment which serves as a representative case study to evaluate the model's efficacy. And adoption by any Government schools of India with the intervention of Lead India "Aap Badhao Desh Ko Badhao" Trainings and Sustenance of Model for a period of 3 years to assess impact on the trained Change agents on other peers and schools as a whole.

2. Background Rationale of the Model in Association with 11th President of India Dr. A.P.J. Abdul Kalam.

The **Acharya Kalam's National Human Transformative Model** is a value-based educational framework developed under the inspiration of **Dr. A.P.J. Abdul Kalam**, the 11th President of India. It emphasizes the holistic development of a student's inner dimensions—physical, mental, intellectual, emotional, social, and spiritual—rooted in India's ancient value systems. The program is rooted for the holistic development titled as "**Aap Badho, Desh Ko Badhao**" (Individual Development leads to National Development) – Trademark Rights in India and USA). This model is aligned with global developmental initiatives from **UNICEF**, **WHO**, and the **United Nations**, while supporting India's **National Education Policy (NEP) 2020**. The Model operates on the core philosophy represented visually in the Transformative Wheel (Ref. Wheel 3). .

Since 2004, over **2.1 million students** have been trained under the Lead India 2020 program, which has evolved into the **Lead India Foundation after 2020**. In the academic year **2023–24**, a strategic pilot was

launched in 15 government schools of Vizianagaram district, Andhra Pradesh was launched as mentioned above.

This paper focuses on the implementation and outcomes at **ZPHS Jonnavalasa**, one of the 15 pilot schools. The school serves predominantly **Below Poverty Line (BPL)** families. The goal is to assess whether this intervention can serve as a scalable model for transforming students as value-driven **Change Agents** who can contribute meaningfully to India's future India @ 2047- Vikasit Bharat.

3. Objectives and Hypothesis

3.1 Objectives

1. To train selected government school students as **Change Agents** through a structured value-based program” Acharya kalam’s national Human Transformative Model”
2. To assess the impact of “Aap Badho Desh Ko Badhao” (You Develop, Nation Develops.) program on students’ inner dimensional transformation at physical, mental, intellectual, emotional, social and spiritual and community/school/nation levels.
3. To examine the peer group influence of trained Change Agents on the broader student base of respective schools.
4. To evaluate the role of **Lead India National Clubs (LINC) (Ref 9)** in fostering leadership, responsibility, and civic engagement.
5. To recommend this model as a replicable national framework aligned with NEP 2020 and SDG goals.

3.2 Hypothesis

Empowering government school students from economically disadvantaged backgrounds with inner-dimensional transformation with life skills, values, and leadership training will result in:

- Measurable personal transformation
- Improved peer influence and school environment
- Contributions toward broader social challenges such as poverty, illiteracy, and unemployment

4. Methodology

4.1 Design and Scope

The study adopts a **qualitative and quantitative case study approach**, focusing on **ZPHS Jonnavalasa**, selected randomly from the 15 participating schools. The school enrolled students from Grades 6 to 10, with the majority from BPL families.

4.2 Training Structure and Content

The program followed a multi-phase approach:

1. **Orientation for Headmasters and Teachers:** Introduction to the ABDB framework and Change Agent selection criteria.
2. **Three-Day Intensive “Aap Badho Desh Ko Badhao” Training for Students:**
 - Topics: Communication skills, Indian heritage, life goals, physical and mental health, human values, social responsibility, national development, and global leadership.
 - Methods: Interactive method with leading questions where each student to think, answer and realise and Group discussions, Experiential learning activities, role play, storytelling to experience the impact at mental, intellectual, emotional, social and spiritual levels of the individuals and realising each dimensional impacts and technique to experience each dimension for reducing thoughts and desires and focus of the inner “Self”-Meditation, and practical assignments.

3. **Selection of Change Agents:** 29 students were selected across grades 7 to 9 based on participation, commitment, and leadership traits.
4. **Self-Monitoring Activities:** Change Agents were instructed to track their behaviour and progress for 30 days using a tick/X system across 23 value parameters of each inner dimensions.
5. **Establishment of Lead India National Club (LINC):** Student-led groups were formed, each mentored by teachers and responsible for specific domains—academics, discipline, sports, cleanliness, culture, and community engagement.
6. **Critical Mass Leadership Development Program (CMLDP):** (Ref 10) Additional training in three phases (Dec–Apr) focusing on peer mentoring, summer assignments, academic goal-setting, and civic engagement.

4.3 Data Collection Tools

- Pre- and Post-Assessment Forms
- Daily Self-Tracking Sheets (23 Parameters of each of the inner dimensions)
- Mentor Teacher Observations
- Club Activity Reports
- Qualitative Feedback from Students and Teachers
- Quantitative Tables and Graphs from Change Agent Monitoring

5. Analysis and Key Findings

This section presents the **quantitative and qualitative analysis** of behavioural and developmental changes observed in **29 Change Agents** at **ZPHS Jonnavalasa**, following their participation in the "Aap Badho Desh Ko Badhao" training and sustenance programs.

5.1 Profile of Change Agents and Family Background

An initial analysis was conducted to understand the **socio-economic and educational background** of the 29 selected Change Agents:

- **100%** of students belonged to **Below Poverty Line (BPL)** families, holding white ration cards.
- **Educational status of parents:**
 - **Fathers:** 46% uneducated, 7% up to Class 5, 11% up to Class 7, 21% up to Class 10, 4% graduates.
 - **Mothers:** 46% uneducated, 4% up to Class 3, 4% up to Class 6, 3% up to Class 7, 21% up to Class 10.

This profile highlights the **limited educational exposure** and economic constraints faced by the students—making them ideal candidates for empowerment through values-based education.

5.2 Change Agent Development Monitoring: Self-Tracking Report

1. Data collected from ZPHS Jonnavalasa (2023–24), Teacher Observation Reports and Student Tracking Sheets. (Ref 11)

Students recorded their **daily self-assessment** on 23 value-based parameters of the following inner dimensions over **30 days**, measuring progress across:

Inner Dimensions of the personality

- Physical
- Mental
- Intellectual
- Emotional
- Social

- Spiritual
- National Development domains

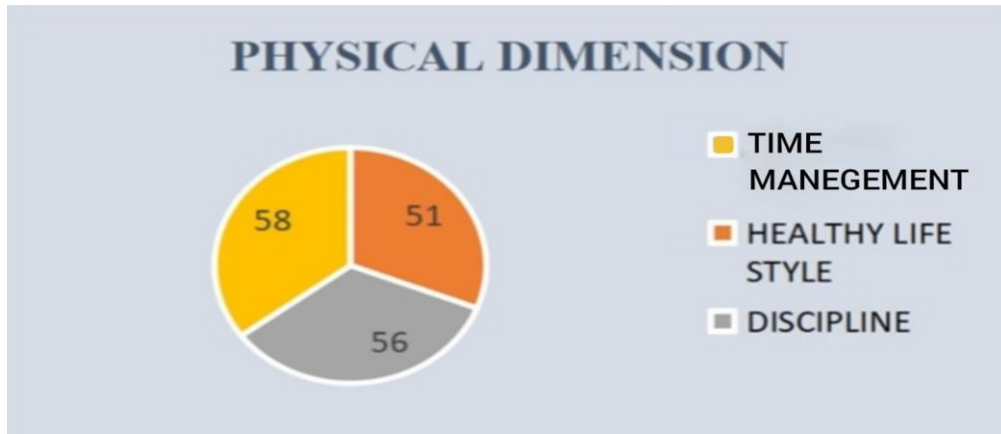
Summary Table: Consolidated Change Agent Scores

Domain	Sub-category	% Success Rate (Tick Marks)
Physical Development	Healthy Lifestyle	51%
	Discipline	56%
	Time Management	58%
Mental Development	Listening, Reading	54%
	Writing, Speaking	51%
	Discussion, Teaching	47%
Intellectual	Scientific Temper, Inquiry	51%
	Goal Setting	54%
	Problem Solving	48%
Emotional	Patriotism	53%
	Teamwork	51%
	Anger Management	45%
Social	Leadership	48%
	Peer Influence	45%
	Self-Balancing	49%
Spiritual	Truth	48%
	Oneness	46%
	Cultural Heritage	53%
National Development	Equality and Responsibility	56%

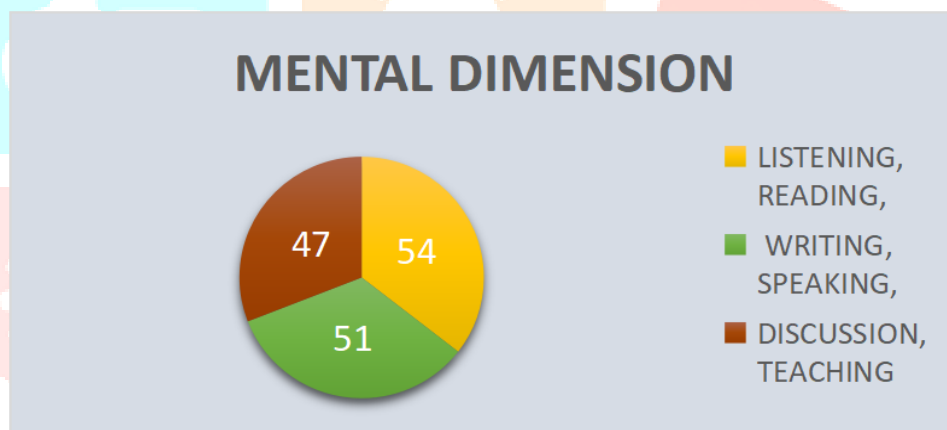
This table illustrates measurable **behavioural transformation** at each of the Dimension across domains, confirming that sustained engagement fosters change.

5.3 Graphical Highlights (Descriptive Summary)

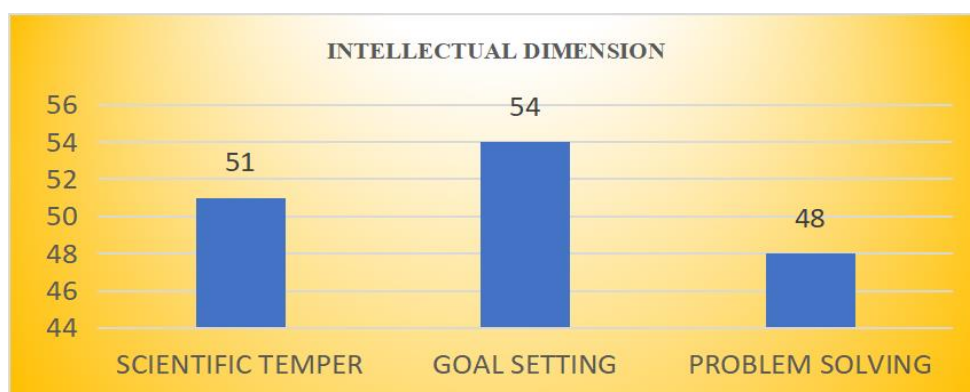
- **Physical Development:** Students adopted healthier habits such as drinking water regularly, practicing yoga, hand washing, and observing hygiene practices like proper footwear placement and waste disposal.



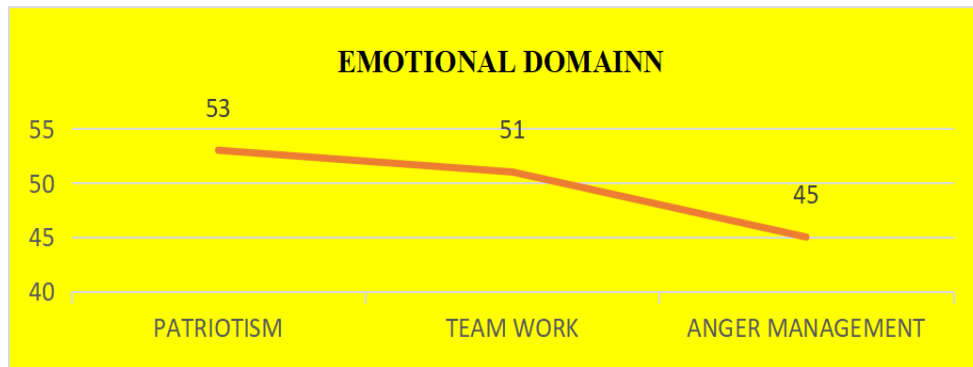
- **Mental Development:** 54% showed enhanced attention in class, improved reading/writing skills, and increased curiosity (e.g., asking questions, using tablets for learning).



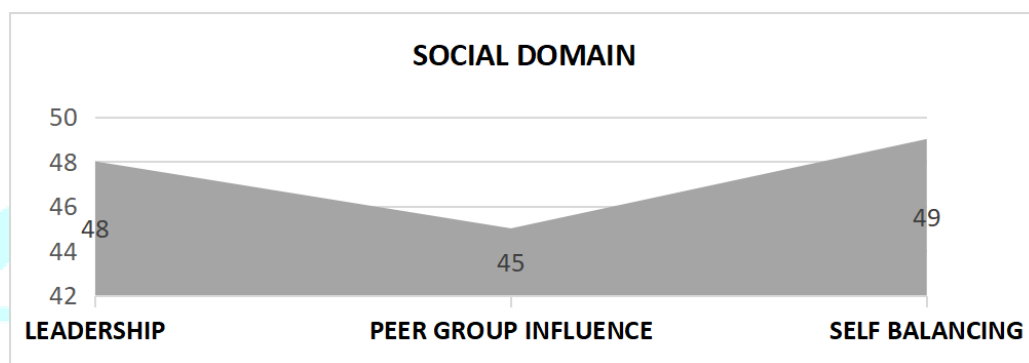
- **Intellectual Growth:** More than half the agents began goal setting, academic planning, and showed improved self-assessment abilities.



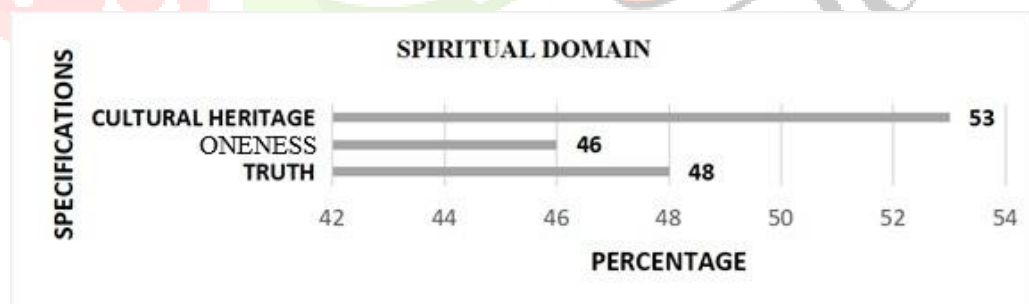
- **Emotional Development:** Students expressed pride in singing the national anthem, participated in team games like Kho-Kho and Kabaddi, and reported better anger control.



- **Social Skills:** Change Agents led classroom discipline, maintained order during meals, and helped peers improve academically.



- **Spiritual Growth:** Students began daily prayers, meditation, and adopted respectful behaviour toward parents and teachers (“Matru Devo Bhava” means Mother is the living God as she has given birth and sacrifices her life and serves selflessly lovingly, “Pitru Devo Bhava means father is living God as he shows good path to lead life with dignity and happily, “Acharya Devo Bhava” means Teacher is living God because individual develops and lives on the basis of the knowledge imparted by the Teacher.



- **National Development:** Nation means individual citizens. Individual development leads to national development that is why whole model is centred on individual physical, mental, intellectual, emotional and spiritual developments while ultimately lead to the national development. Patriotism was instilled, and students pledged commitment to Lead India Mission 2047—taking ownership of national transformation.

5.4 Pre- and Post-Training Self-Assessment Comparison

Parameter	Always (Before)	Always (After)
Healthy Lifestyle	4	20
Righteousness	0	18
Discipline	0	15
Punctuality	6	13
Listening	3	7
Reading	6	17
Writing	4	14
Communication	1	4
Positive Attitude	4	6
Honesty	6	14
National Pride (Flag/Anthem)	17/13	23/19
Traditional Values	4	7
Patriotism	3	16
Respect	3	12
Goal Setting	4	18

Q Observation: Across all indicators, “Always” responses increased significantly, indicating deep and consistent behaviour change.

6: Lead India National Club Activities and Peer Influence, which includes:

- Structure and functioning of student-led respective school LINC groups
- Role-based leadership
- Impact on slow learners
- Community development initiatives
- Special event activities (Republic Day, Acharya Varasatvam, etc.)

6. Lead India National Club (LINC) Activities and Peer Impact

A key pillar of this intervention is the **establishment of structured student leadership platforms** known as **Lead India National Clubs (LINC)**. These clubs, formed in January 2024, enabled Change Agents to apply their training in real-world school settings and exercise responsibility, leadership, and peer mentorship.

6.1 Formation and Structure of LINC

- **Chairperson:** Headmaster of ZPHS Jonnavalasa
- **Mentor Teachers:** 5 School Assistants
- **Core Members:** 30 trained Change Agents

- **Operational Units (Committees):**
 1. Education & Scientific Temper Group
 2. Sports & Games Group
 3. Discipline Group
 4. Cultural and Literary Arts Group
 5. Swatch Bharat Redefined Group
 6. Community Development Group

Each group was responsible for **planning, executing, and documenting** their assigned activities with the support of mentor teachers. These groups promoted not only subject-specific learning but also holistic personality development through experiential tasks. Lead India Social Credits were issued.

6.2 Highlights of LINC Group Activities

A. Sports & Games Committee

- Conducted **Kho-Kho, Kabaddi, and Volleyball** tournaments for all interested students.
- Organized **warm-up and fitness sessions** before classes.
- Fostered **team spirit** and inclusivity.

B. Education & Scientific Temper

- Held **debates, essay writing, poetry recitations, and quiz competitions**.
- Promoted **academic excellence** through study circles and remedial sessions.
- Conducted **Acharya Varasatvam** – an event bridging ancient Indian sciences with modern disciplines.

C. Discipline Committee

- Maintained **orderly queues** during Mid-Day Meals and hand washing.
- Oversaw classroom behaviour and cleanliness.
- Managed stage discipline during Republic Day celebrations and other events.

D. Cultural & Literary Arts Group

- Orchestrated **cultural performances** such as Kolatam, **patriotic songs**, and **Rangoli**.
- Welcomed guests during celebrations and led school-wide assemblies.

E. Swatch Bharat (Ref 11) Redefined as “ Swatch Maan (Pure Mind) se Swatch Baath (Loving Words) Swatch Kaam (Righteous Actions), Swatch Vidyalaya (Clean and Green School), Swatch Paryavaran (Green environment)

- Redefined cleanliness in six dimensions:
 - Swachh Maan (Pure Mind)
 - Swachh Baat (Truthful Speech)
 - Swachh Kaam (Righteous Action)
 - Swachh Vidyalaya (Clean School)
 - Swachh Griha (Clean Home)
 - Swachh Paryavaran (Clean Environment)
- Initiated **tree plantation, dustbin management, and gardening activities**.

F. Community Development Committee

- Involved in **awareness campaigns** against bad habits and social evils.
- Collected and maintained **blood group data** of students for emergency support.
- Visited homes of **slow learners**, counselled parents, and promoted hygiene and education.

6.3 Academic Peer Mentorship: Change Agents Adopting Slow Learners

To amplify the impact, each Change Agent adopted **2 to 3 academically weak students**. Under teacher guidance, they:

- Conducted **remedial classes** during fixed study hours (8:00–9:00 AM and 3:30–4:30 PM).
- Encouraged **home study discipline** by personally visiting or calling students' parents.
- Monitored **homework completion**, explained difficult concepts, and offered emotional support.

Impact: Improvement in homework submission, test performance, and confidence levels of slow learners was observed and documented by teachers.

6.4 Community Events and National Celebrations

Republic Day Celebrations

- Student-led coordination of:
 - Sports competitions
 - Academic contests (debate, drawing, essay)
 - Cultural performances
 - Logistics and distribution of sweets
- Promoted student **ownership and civic pride**.

Acharya Varasatvam – Rishi Parampara Dinotsavam (28 Dec)

- Students **researched ancient Indian contributions** and linked them to modern science.
- **Fancy dress and skit performances** were conducted to promote cultural awareness.
- Served as a platform for **scientific temper and creativity**.

Election Awareness and Anti-Corruption Campaigns (During 2024 General elections.- Summer 2024)

- Change Agents **educated parents and community members** against selling votes.
- Discussed **ethical democracy and citizenship** during home visits and school forums.
- This movement was **recognized across Vizianagaram town** and local media.

6.5 Summer Assignments for Self, Family, and Village Development

During summer break, Change Agents were trained to:

- Read English newspapers, develop vocabulary
- Observe and understand the **democratic process** (election procedures)
- Teach illiterate family/neighbourhood members
- Conduct awareness drives in their communities

This initiative extended the scope of the school program to **community transformation**—instilling responsibility beyond the classroom.

7. Critical Mass Leadership Development Programs (CMLDP)

This is a strategic leadership initiative designed to train selected student leaders—**Change Agents**—to sustain and scale the transformational momentum across the school. It focuses on building leadership capacity, responsibility, mentorship skills, and civic consciousness.

CMLDP was structured into **five phases**, out of which **three were implemented** during the 2023–2024 academic cycle.

7.1 CMLDP - 1: Formation of school level Lead India National Clubs (Dec–Jan 2024)

Purpose:

- Establish the **Lead India National Clubs (LINC)** formally within the school.
- Equip Change Agents with **team-building** and **organizational** skills.
- Promote leadership by **assigning responsibilities** for academic, cultural, and social initiatives.

Activities:

- Orientation on managing LINC roles.
- Training in **organizing events** like Republic Day celebrations.
- Guidance on **peer recruitment** and student mentorship.
- **Career awareness** and **goal setting** workshops.

Tools Provided:

- Self-assessment formats
- Weekly reflection diaries
- “Chase Your Goals” formats to track academic and personal growth

7.2 CMLDP - 2: Vijaya Padham – Excel in Examinations (Feb–Mar 2024)

Objective:

To prepare students for final examinations through:

- Goal clarity
- Peer support
- Emotional resilience
- Study discipline

Key Interventions:

- “**Chase Your Goals**” was institutionalized to help students track improvement in every subject.
- Change Agents **adopted academically weak students** to mentor them through:
 - Regular revision sessions
 - Moral support
 - Mock assessments and oral quizzes

Impact:

- Enhanced academic engagement
- Increased peer-to-peer trust and collaboration
- Motivation among average and below-average students to **excel in SA2 examinations**

CMLDP- 3: Summer Assignments (April 2024)

This phase extended leadership beyond the classroom, emphasizing **self-improvement**, **family upliftment**, and **village development**.

Focus Areas:

1. **Self-Development**
 - Reading English newspapers/books
 - Practicing public speaking and journaling
 - Enhancing digital literacy through responsible tablet use
2. **Family Development**
 - Educating family members on basic literacy, health, hygiene
 - Explaining election responsibilities and the importance of voting ethically
3. **Community Engagement**
 - Spreading awareness on:
 - Health and sanitation
 - Avoiding social evils and bad habits
 - Environmental protection
 - Visiting nearby households to educate, inspire, and lead by example

Leadership Outcomes:

- Students were transformed into **micro-leaders** of change
- They demonstrated **ownership**, **civic responsibility**, and **communication skills**
- The shift from individual transformation to **community transformation** became visible

7.4 Summary of Leadership Competencies Developed

Skill Domain	Outcome Observed
Academic Leadership	Improved grades, peer mentoring, exam discipline
Event Management	Republic Day, cultural and scientific celebrations
Civic Engagement	Voter awareness, anti-corruption campaigns
Team Collaboration	Functional LINC teams and task divisions
Self-Discipline	Daily self-assessments, value tracking
Emotional Maturity	Reduced conflicts, better anger management
Vision-Oriented Planning	Goal setting for short- and long-term to achieve India @ 2047 Viksit Bharat

With the successful execution of three CMLDP phases, ZPHS Jonnavalasa demonstrated that **Change Agents**, when empowered with structured training and responsibility, can influence **individual**, **institutional**, and **societal transformation**.

8. Conclusion and Recommendations

8.1 Conclusion

The pilot implementation of **Acharya Kalam's National Human Transformative Model** at ZPHS Jonnavalasa has demonstrated clear, measurable, and sustainable outcomes the transformation of each inner **dimensions of student development**. The structured training under the "**Aap Badho Desh Ko**

Badhao" initiative, supported by **Lead India Foundation**, helped students from **Below Poverty Line** (BPL) backgrounds transform themselves into **Change Agents**—leaders committed to personal excellence, peer mentoring, and nation-building.

The intervention showed that:

- **Human values and life skills**, when introduced early, build strong inner foundations at each of the dimension namely Physical, Mental, Intellectual, Emotional, Spiritual leading to National development through local village students.
- **Peer influence** has a powerful multiplier effect, especially when led by motivated student leaders.
- **Institutional mechanisms**, such as **Lead India National Clubs (LINC)** and **CMLDP**, provide platforms for students to practice leadership and responsibility.
- **Academic, social, and emotional outcomes** improved across the board: reduced stage fear, improved discipline, better academic performance, emotional maturity, civic sense, and patriotism.

These outcomes align with:

- **National Education Policy 2020 NEP 2020** goals for holistic education
- **UNO - SDG Goal 1** (No Poverty)
- **UNO - SDG Goal 4** (Quality Education)

The experiment validates the **scalability and replicability** of the model in other government schools across India as Transformative Education.

8.2 Key Recommendations

1. **Adopt the Transformative Model Nationally**
The success of the program strongly supports the national-level adoption of Acharya Kalam's National human Transformative Model in all government schools to achieve India@2047 Vikasit Bharat.
2. **Institutionalize Peer Leadership via LINC**
As younger generation growth number is huge and continuous it is recommended to use Peer Group Influence by schools at all levels by establishing **Lead India National Clubs** in all schools to promote leadership, collaboration, and accountability among students to transform school holistically.
3. **Mandate Aap Badho Desh Ko Badhao (ABDB) Training**
Make ABDB's three-day training a part of school calendars, especially for grades 6–9, to lay the foundation transforming inner dimensions at physical, mental, intellectual, emotional, social and spiritual levels, which is unique for imparting a values-based education in moral classes period once in a week as a part of the syllabus.
4. **Recognize and Support Change Agents**
Provide scholarships, mentoring, and academic support for Change Agents to sustain their growth and incentivize others as they are important change catalysts.
5. **Redefine Swachh Bharat Through Values**
Incorporate the six dimensions of cleanliness—mind (maan), speech (baat), actions (kaam), home (griha), school (vidyalaya), and environment (pariyavaran)—in all school-level Swachh Bharat programs. This will be a unique improvement of nation-wide swachh Bharat Mission.
6. **Use Election Awareness to Fight Corruption**
Leverage students to spread awareness during elections, promoting ethical citizenship and discouraging vote-buying practices. This was an emotional activity to reduce corruption.
7. **Promote "I Lead India Mission 2047"**
Integrate this oath-driven, patriotic student movement in school assemblies, building personal and national responsibility aligning growing students into the national Mission of India @ 2047 Vikasit Bharat.

8.3 Final Reflection

This project not only transformed a single school but offers a **scalable blueprint** for transforming India through its children. If implemented across thousands of schools, this model could ignite a generation of self-aware, values-driven, and goal-oriented youth—paving the way for **Vikasit Bharat @ 2047**.

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