GOAL 4: QUALITY EDUCATION

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ANDHRA PRADESH

1. IMPLEMENTATION OF SKILL DEVELOPMENT SCHEMES AND PROGRAMS -

The state government, through pre and post -matric scholarships in education andin the provision of market-linked skill development and training programs, is involved in capacity building. 6 lakh beneficiaries were trained under variousskill development programs. Skill development institutions and centres of excellence have been set up in social welfare and tribal welfare schools, and degree and engineering colleges across the state to improve the students' employability and train them in new technologies.

2. IMPLEMENTATION OF THE 'SWACHH VIDYALAYA' CAMPAIGN -

The 'Swachh Vidyalaya' campaign has initiated several measures to ensure cleanliness in schools, with a special focus on the construction of toilets in view of poor retention/transition rates of girls, especially after puberty, due to a lack of proper girls' toilets in government schools. The district administration of Visakhapatnam tapped CSR funds and resources for the construction and maintenance of toilets in schools, which was taken up with the support of 14 companies and PSUs. Prefabricated toilets and engineering wings of multiple departments in the district and those of PSUs were effectively utilized. School headmasters were entrusted with the responsibility of ensuring the quality and timely completion of toilets in their schools with the involvement of SMC/SMDC and PTA members. Efforts were also made to bring about behavioural change through cleanliness awareness campaigns in schools and in the community. The initiative reduced dropout rates and encouraged out-of-school girls to resume mainstreameducation in government schools in the district.

Apart from t h e aforementioned best practices, Andhra Pradesh's SDG VisionDocument "ACHIEVING SUSTAINABLE DEVELOPMENT GOALS 2030", details

further major policies and strategies to achieve benchmarks for SDG 4 - QUALITY EDUCATION, provided as follows-

- Enforcement of Right to Education act 2009 along with **Badi-Pilustondi** (School is calling campaign) for ensuring education for all.
- **School Heads Assessment, Reform and Evaluation (SHARE) toolkit** for the development of the education system.
- Strengthening of existing government programmers such as SSA, RMSA, RUSA, NTR Vidyonnathi scheme, KGBV, and Pratibha scholarship etc.
- Creation of **Centre of Excellence** (CoE) for higher education.
- Creation of **IT- enabled infrastructure** to use ICT for classroom transactions and school administration.
- **Campus Development Project** of IIT Hyderabad for supporting joint research collaboration and academic exchanges and enhancing academia-academia and academia-industry networks.
- **Vision 2029-PEMANDU Education Lab, Policy** for ensuring inclusive and quality education, AP skill and Knowledge mission, setting up skill universities, skill parks and vocationalisation of schools for enhancing quality and inclusive education.
- As part of the **Start-up Village Entrepreneurship Program**, 2398 SHG entrepreneurs have been trained and provided with financial support of INR 9.15 crore.
- Provision of MIS for schools, Aadhaar-seeded student enrolment data, biometric attendance, KPIs on performance of students, teachers and school infrastructure to upgrade school education, ensure proper teacher-pupil ratio is producing encouraging results.
- Virtual classrooms and internet connectivity are being provided to schools. The government has allocated Rs. 117 crores under **Digital ClassroomsScheme** to cover schools and colleges.

KARNATAKA

3.   GURU CHETANA - IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT -

The government of Karnataka has taken up the challenging task of overhauling the state's in-service teacher education program, re-designing the approach,

content and the delivery of the program along with the establishment of a teacher tracking and management system in collaboration with the Azim Premji Foundation.Objectives:

- To enable the teachers to become reflective practitioners
- To provide opportunities to take part in their Professional development by choice
- To create autonomous teachers for construing and facilitating children's learning opportunities.

4. INDIA'S FIRST SDGS CENTRE FOR YOUTH ENGAGEMENT INAUGURATED AT MYSORE -

The launch of Academia - Youth Initiative at the National Institute of Engineering (NIE) marks the launch of the first SDG centre for youth engagement to drive SDG Awareness. As per the mandatory outreach activities stipulated by the All India Council for Technical Educa (AICTE), the centre serves as a role model for all institutions of higher learning to integrate their outreach programs with sustainable development goals. It will provide ample opportunities for the faculty and students of NIE to interact with the government departments and connect with grassroots areas of India. Students of NIE, in coordination with SDGCC, would create an online platform to map youth engagement.

UTTARAKHAND

5. SCHOOL MERGER AND INTEGRATION -

Udham Singh Nagar District Administration conceived and implemented the concept of Merger and Integration of schools for optimum and best utilization of infrastructure. It identified schools having inadequate infrastructure with a poor student- teacher ratios and merged them with the nearest school with adequate space and infrastructure support. Transportation facilities have been provided to children coming from other schools if the distance exceeds 1 km. To further support the infrastructural facilities in the merged schools, the District Administration initiated the School Adoption Program, wherein CSR activities are being channelised in providing furniture and other infrastructure support. The outlook along with the learning environment of all schools adopted under the School Adoption Program has completely transformed with thematic paintings, as well as the establishment of computer labs for Grade 3 students for learning educational games and providing room-to-read libraries.

6. PIRAMAL FOUNDATION FOR EDUCATION LEADERSHIP (PEEL)- (ALONG WITH RAJASTHAN AND GUJARAT) -

Piramal Foundation, a private philanthropic foundation, started its education leadership program to address critical challenges faced by government schools – especially falling enrolment in government versus private schools and poor learning outcomes. PFEL developed a 'School Transformation Program', which involves Principal Leadership Development, Teacher Leadership Development, and Community-School Engagement. It engages with headmasters to coach them to resolve various day-to-day issues, develop their leadership skills, and increase their level of motivation. Engagement with teachers involves efforts to improve their conceptual knowledge and skills, resolve issues, enhance their motivation level, help them use technology, and develop data management and analysis skills. It engages with the community to maintain a functional SMC and to encourage the involvement of community members in school functioning. Through these modes, the program has demonstrated increased enrollment, smoother school functioning, and improved learning outcomes at its target schools. PFEL also runs the 'Education Transformation Program', which enables education officials to bring about holistic reforms and improve learning outcomes ofstudents in their respective districts/clusters/blocks.

GUJARAT

7. PROJECT SECOND INNINGS -

Project Second Innings was launched by the Dahod District Administration to increase the attendance of students in schools and their learning outcomes. Retired teachers voluntarily sign-up to teach primary and upper primary classes in various subjects including languages and Mathematics. The migration of labor isa major problem in Dahod, and children in schools don't get parental attention in studies. The initiative aims to bridge this gap by taking help from retired teachers. The Administration actively helps retired teachers by enrolling in this initiative. The initiative has also led to a rise in the pass percentage of students.

8. NARMADA TRANSFORMATION CORPS (NTC) -

With an aim to mobilize the youth for local development, the Narmada District Administration formed the Narmada Transformation Corps (NTC), a group of young volunteers registered under a single platform belonging to different

interfaces such as NSS, NCC, NYK, ASHA, AWWs and other social and rural streams. The tagline 'Hajavana Narmada, Lekharya Narmada' in the local dialect is used to connect with the youth. Local NTC Volunteers work as Shiksha-Saathis to support more than 300 schools by providing one additional teacher in each school. They teach after regular school hours in the prevalent tribal dialect. Under NTC, various skill development workshops including bamboo product making and hospitality training for eco-tourism are held to increase the employability of the youth.

TELANGANA

As per Telangana's SDG Implementation Document 2018, the state's strategy to achieve benchmarks for SDG 4 - QUALITY EDUCATION, the state has focused on the following major policies and strategies-
- Residential Schools and welfare hostels
- Nutritious meals program
- Coaching and skill development for formal and self-employment
- Coaching & Scholarships for higher studies in foreign universities
- Conversion of welfare hostels into residential schools
- Establishing education hubs
- Pre -Matric scholarships
- Fee reimbursement in the technical courses
- Entrepreneurial Development
- Construction of School and College Buildings
- Special schools for minority girls.

PUNJAB

9. **"PADHO PUNJAB, PADHAO PUNJAB"** -
An initiative by the Department of School Education aims to improve the quality of the primary education system in a time-bound manner and take it to a higher level. Teaching in the Creative Learning Model (CLM) involves both the teacher and children as creative, dynamic participants in the teaching and learning process, thus imparting education to all based on comprehension and providing equal opportunities for learning to all. Reading cells have also been setup in all government primary schools.

10. **PUNJAB ICT EDUCATION SOCIETY (PICTES)** -
Its primary objective is the administration of ICT Education course contents towards computer education to students of government schools in a phased manner. Computer labs/faculty have been set up in upper primary government schools and high and senior secondary government-aided schools. Broadband internet connectivity has been provided to all schools.

11. **SMART SCHOOLS** -
Smart schools are being set up with a special focus on rural areas. These schools have been developed as model schools that provide state-of-the-art facilities to impart quality education. With the help of school staff, NRIs, NGOs, local communities, etc. existing schools are being converted into smart schools. Benefits of the scheme include better infrastructure and facilities in schools, increased enrolment in government schools and enhanced learning of students.

12. **STARTING PRE-PRIMARY CURRICULUM FOR SCHOOLS-**
The Government of Punjab has launched pre-primary programs that target children of 3-6 years, focusing on achieving their all-around development (physical, motor, language, cognitive, socio-emotional, creative, and aesthetic appreciation) through play-way methods. Primary school teachers have been trained in the content and psychology of early childhood education.

13. **INCLUSIVE EDUCATION FOR DISABLED CHILDREN** -
The scheme includes identification and informal assessment of Children with Special Needs (CWSN), after which they are provided education either in their homes (only severe to profound category CWSN) or in schools. Physical therapists at district levels prepare videos demonstrating physiotherapy exercises and share them with parents of CWSN, thus ensuring therapy is available to children.

BENEFITS:
- Surgical Correction, Speech physiotherapy, and Braille books provided to CWSN
- Aids and appliances by Artificial Limbs Manufacturing Corporation (ALIMCO) provided to CWSN
- Multi-category training imparted to all special educators.

14. SUITE OF ONLINE UTILITIES AND APPS TO CAPTURE DATA AND DRIVE DATA-DRIVEN ACTIONS -

With an objective to transform education in government schools, the Boston Consulting Group conceptualized the Quality Improvement Program (QIP) after detailed diagnostic conversations with key internal and external stakeholders.

A mix of both large- scale technology implementations such as state-wide MIS systems and smaller-scale online systems have been used for:

- Driving accountability
- Enabling transparency
- Encourage faster decision-making
- Creating fast-mile change.

A host of interventions including monthly assessment tests, academic monitoring of schools, state-wide MIS, appraisal system and a remedial learning program were introduced to transform the education system. Web tools and apps were leveraged to track each intervention and gather data that helped to provide a sense of the student learning levels and identified issues being faced in schools and assign them to officers. Existing technology and web tools were leveraged to streamline the communication between stakeholders involved in the Department. Technology has enabled the implementation and tracking of key interventions under the program by providing actionable insights. Automated assessment reports and academic monitoring reports focus discussions during monthly review meetings on critical challenges being faced in the schools.

15. ALFAZ-E-MEWAT 107.8 FM COMMUNITY RADIO - (CLOSELY TIES IN WITH SDGs 4 and 5)

Mewat is one of the most backward districts in Haryana, inhabited by Meo Muslims, an ethnic tribe. The district is characterised by some of the lowest socio-economic indicators (28% female literacy, child marriage, and 15% childbirths take place in hospitals). Based on the S. M. Sehgal Foundation's experience in Mewat and an assessment of local knowledge, capabilities and interests, the foundation initiated a community media program to connect individuals and communities to new knowledge, essential government services, and local cultural traditions. They run programs like Kanoon Ki Baat, Mera Ration Mera Haq, Panchayat Ki Baat Tai

Ke Saath, MGNREGA Mera Haq on IVRS, Hamse Hai Shasan and Shochalay Mere Angana.

Since its inception in 2012, the initiative has covered 225 villages in the district. One year of its inception witnessed a 4% increase in the number of households that owned a TV set, and increased participation of women, both in terms of listening statistics and participation by calling in, 20% being women callers.

TRIPURA

16. **E-CLASS ROOMS** -
Development of E-Learning Content for classes VI to XII and telecast through Doordarshan Kendra, Agartala and YouTube channel 'Tripura Siksha Bandhu' under the Smart Virtual Classroom project.

17. **CENTRALIZED QUESTION PAPER SETTING FOR ALL GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS** -
Two Centralized examination units for Elementary and Secondary stages have been set up at the Directorate level for setting questions of Half-Yearly and Annual examinations for all Government and Government aided schools to maintain a common standard in question setting and preparation for future Board examinations.

18. **INSPECTION OF EVALUATED ANSWER SCRIPT** -
To bring transparency in the evaluation of answer scripts of final examinations conducted by the Tripura Board of Secondary Education and taking remedial steps, the inspection, and evaluation of 5 answer scripts per subject by the headmaster of each high and H.S. School was decided upon.

19. **KISHORI UTKARSH MARCH** -
Kishori Utkarsh Manch provides girl students a platform for sharing and showcasing their talents and helps to enhance their excellence. This program at the District & State levels recognizes their talents by rewarding them and giving them an opportunity to share their success stories, allowing participation in Round Table discussions on different educational and social issues, and listening to motivational speeches of eminent and established women in different spheres oflife.

20. VOCATIONALIZATION OF SCHOOL EDUCATION THROUGH NATIONAL SKILLS QUALIFICATIONS FRAMEWORK (NSQF) -

The State Government in School Education Department has started the implementation of vocationalization of school education aligned with NSQF in 24 schools by generating awareness about the importance of vocational education among the students and parent community. Appointments of vocational teachers have been made in all 24 schools and laboratories have been set up in all schools. Guest lecture sessions, industry visits, distribution of study materials, and vocationalteachers' training programs were conducted.

21. INSTALLATION OF SANITARY NAPKIN VENDING MACHINE IN ALL KGBVs AND RESIDENTIAL GIRLS' HOSTELS -

Self-service vending machines have been installed in 16 Kasturba Gandhi Balika Vidyalayas (Type I & IV) and in 5 Residential Girl's hostels to educate and create awareness on menstrual health, hygiene, and the use of sanitary napkins and to provide easy access to sanitary napkins. They are used for dispensing sanitary napkins against the acceptance of coins. Safe, hygienic, scientific & quick methods of disposal of sanitary napkins include incineration at relatively low temperature to harmless sterile ash. One incinerator has also been installed in each KGBV. It helps in the instant disposal of used napkins without harmful emissions.

22. 'SWACHH SCHOOL, SWACHH GRAM' AND 'SWACHH VIDYALAYA PURASKAR' -

- 'Swachh School, Swachh Gram' is a special awareness campaign on cleanliness that aims to drive home the message of maintaining cleanliness throughout schools. All higher secondary schools have been asked to adopt one neighbouring village each to spread the message of cleanliness.
- 'Swachh Vidyalaya Puraskar' - To ensure a clean and hygienic environment, all schools are encouraged to maintain cleanliness in and around the school compound. All students and teachers are engaged under the supervision of the Head Teacher in maintaining cleanliness. To recognise, inspire and celebrate excellence in sanitation and hygiene practice in schools, the 'Swachh Vidyalaya Puraskar' was instituted by the Ministry of Human Resource Development, Government of India with the purpose of honouring schools that have undertaken significant steps towards fulfilling the mandate of the Swachh Vidyalaya Campaign, especially in the fields of (a) water, (b) toilet, (c) hand washing with soap, (d) operations and maintenance, (e) behaviour change and capacity

building. Based on these parameters, schools are graded by committees formed at district, state, and national levels.

23.   **DINING HALL CONSTRUCTION THROUGH MPLAD** -
The practice provides an innovative way to facilitate the construction of infrastructure in schools that provides children an opportunity to eat mid-day meals in hygienic and comfortable surroundings. The Government of Tripura used the MPLAD budget to build dining halls for the consumption of mid-day meals. This convergence has facilitated the construction of clean and safe areas for children to consume meals in a hygienic and disciplined manner.

Apart from the aforementioned Best Practices, Tripura has also taken additional steps, including practices to increase the gross enrolment ratio in higher education and conduction of science exhibitions and achievements at regional level. The Chief Minister's Annual State Award for Academic Excellence to meritorious students was introduced to encourage students for quality education.

MADHYA PRADESH

24.   **SHIKSHA SAARTHI YOJNA** -
The poor learning outcomes caused by a shortage of teachers from urban areas being unwilling to move to rural areas due to a lack of infrastructural facilities were addressed by this scheme while ensuring the availability of teachers in primary schools. After the appointment of Shiksha Saarthis in 16 primary schools, student enrolments, attendance and proficiency levels in all subjects have risen. The District Administration has received extremely positive feedback and an overwhelming response from all quarters for this initiative.

25.   **BOLO APP** -
Damoh District Administration launched the BOLO App through Google across district government schools. The App designed for primary- grade children, is a step towards ensuring improved learning outcomes. The app helps to improve both English and Hindi reading skills, by encouraging kids to read aloud. Till now, this speech-based reading App has impacted more than 10,000 students in the district.

26. **PRATIBHA PARV** -

The 'Pratibha Parv' initiative evolved as a response to address key education issues and shortcomings in facilities provided in government schools at the elementary education level. It endeavours to assess the academic performance of students and to track it at regular intervals. Assessment is carried out in two phases over two days, including a self-appraisal-based evaluation involving elementary school students which is undertaken in the presence of officials from various government departments at the district level; and evaluation of aspects such as academic achievements of schools, their teaching arrangements, management, amenities, as well as community participation. The initiative has led to the identification of areas of improvement in school education, better quality of education, strengthened monitoring of schools, improved attendance, infrastructure and facilities, identification of weak students and teacher training.

CHHATTISGARH

27. **AAKAR RESIDENTIAL SCHOOL FOR DIFFERENTLY ABLED STUDENTS** - (CLOSELY TIES IN WITH **SDG 10**)

To ensure the inclusion of differently-abled students and reduce their dropout rates, the Aspirational District of Sukma has started the Aakar Residential School. The district identified nearly 800 differently-abled children and enrolled them. The school undertakes other special activities catering to the overall need of these children including therapies for their cognitive development along with education. It has specialized professionals, including a physiotherapist and occupational therapist for catering to the needs of students with locomotor disabilities; an audiologist to help hearing-impaired children; a psychologist to help mentally disabled children and special educators to facilitate day-to-day learning. Aakar School also has a Paralympics standard ground that provides an opportunity for students for excelling in sports and using it for dancing and other arts-based therapy for students with cerebral palsy and mental illness. The building has beendesigned in a way to ensures accessibility.

28. **POTA CABINS** -

Several districts are at a disadvantage due to their remote location and lack of proper connectivity, which has worsened their literacy and education status. Residential schools called 'Pota Cabins' were conceived and implemented as a solution to address these problems. The initiative aims to increase enrolment and

retention of out-of-school children and to help mainstream them into formal schooling. These are prefabricated structures made of bamboo and ply, durable, long-lasting, fireproof, waterproof, and can be easily rebuilt.

BENEFITS:
- Improved enrolment and retention, and a reduced dropout rate of children
- Reduction in Out of School Children (OoSC) – Within two years of its inception, the number of OoSC in the 6-14 year age group reduced from 21,816 to 5,780
- Opportunities to obtain vocational skills and capacity-building for self-employment
- Empowerment of children and local communities.

ODISHA

29.   TEACH GAJAPATI: JAN ANDOLAN FOR QUALITY EDUCATION -

The state government launched this campaign under the 'Mo School' Abhiyaan in the aspirational district of Gajapati. It is an initiative where the alumni of respective schools, the interested public and community at large, participate in the overall development of schools. The volunteer-driven program employs several methods to generate a bottom-up movement for social accountability including community awareness, plantation activities and cleanliness drives. Interested persons willing to teach voluntarily, in due consultation with the school can become part of this movement and render their services as 'voluntary teachers'. Their services include taking 15 periods, conducting one assessment test and evaluating students.

RAJASTHAN

30.   SCHOOL INTEGRATION PROGRAM -

The state government restructured the Model School Scheme such that the existing infrastructure of Model Schools could be effectively utilized and engaged in merging and integrating schools. Primary/Upper Primary schools located near Secondary/Higher Secondary schools have been integrated, without closing down schools. Further, Primary and Upper Primary schools located

close to each other in the same revenue village have been merged. School integration is aimed at achieving better supervision at the school level and optimum utilization of resources and has led to improved management of schools. Teacher vacancies were reduced from 60% to 33%. There has been an increase in enrolment across all grades. The pass percentage has increased for Grades X and XII. The transition rate has increased, especially in the case of girls. Integration of schools has also reduced dropout rates across the state.

<h1 align="center" style="color:red"><u>UTTAR PRADESH</u></h1>

31. **BAL SANSAD** -

Bal Sansad has been established in more than 3,200 schools across the District of Shrawasti. It provides a platform for young students to express their views on various issues like family, school, society, and good values among other things. Students are informed about their rights as citizens and encouraged to speak freely about them. It provides an opportunity to experience the voting process as the school prefects and other office-bearers are elected through secret ballot, thus sensitizing the young minds to absorb the idea of democracy. The initiative promotes inclusiveness among students, they are encouraged to participate in school assemblies and cleanliness drives in teams.

32. **BALA IMPLEMENTATION** -

BALA (Building as Learning Aid) is an innovative concept for teaching through a child-friendly, learning, and fun-based physical environment by building new infrastructure or refurbishing the existing school and Anganwadi buildings. BALA includes the development of the entire physical environment of the school – indoor, outdoor, and semi-open spaces. It leverages physical space as a resource in the teaching-learning process. Many districts across the country have also adopted this approach to rejuvenate the Anganwadis and primary schools by making them attractive for children and providing vibrant colourful spaces whichhave greatly improved the retention rates in schools.

33. **MOTIVATIONAL CAMPAIGNS TO INCREASE SCHOOL ENROLMENTS** -

Balrampur District Administration launched the 'Padhe Balrampur, Badhe Balrampur' campaign involving district officials, teachers, parents, students and members of the civil society to help spread awareness about the importance of

good education. Parents of unschooled kids were motivated to send their kids to schools. Previously out-of-school students got enrolled in schools with dramatic improvement in attendance rates. Siddharthnagar District Administration launched the 'Main Saksham Hoon' campaign, specifically targeted at motivating parents to send their kids to schools. The schools made it a point to involve parents in monitoring the performance and progress of their children, thus making them feel involved in their education.

34. **VIDYADAAN CAMPAIGN** -

The Aspirational District of Bahraich added a new dimension to imparting primary education by roping in people from different fields to interact with the children of more than 400 government primary schools. Intellectuals of the society including government officials, retired employees, teachers in schools and colleges, educated housewives, and youngsters, joined this campaign in large numbers, spending at least an hour with the kids every week. Providing a forum to young, ignited minds for interaction with intellectuals has helped them in imbibing good values and ethics from a young age.

35. **INTERACTIVE VOICE RESPONSE SYSTEM (IVRS)** -

The IVRS-based Daily Monitoring System (DMS) of the Mid-Day Meal Scheme is an initiative of the Mid-Day Meal Authority of the Government of Uttar Pradesh that uses an automated mobile-based Management Information System (MIS), through which data of children availing mid-day meals is compiled and made available daily. The initiative involves school-wise information access on a real-time basis. Through an outbound dialing solution, calls are placed to teachers from a virtual number using Primary Rate Interface (PRI) lines. The data on the number of children availing midday meals is then keyed in by the teachers and the compiled data is displayed online the same day.

<u>JHARKHAND</u>

As per the Jharkhand Vision & Action Plan 2021, Jharkhand's best practices, policies, and strategies to achieve benchmarks for SDG 4 - QUALITY EDUCATION,are mentioned as follows-
- Universal access to education for all by ensuring all schooling facilities within 2- 7 kms of reach

- Setting up of 8 Engineering colleges, 8 Polytechnics and Centres of Excellence in select sectors through PPP
- Establishing model Anganwadi centres (AWCs) in Ramgarh District to encourage best practices in management and improve learning outcomes, providing nutritious and balanced diets, and promoting better health and hygiene through regular outreach and awareness campaigns
- Provision of better infrastructure, ICT enablement, vocationalization at secondary level and capacity building of teachers
- Initiatives such as 'Zero Drop Out', 'Bal Sansad' (Child Cabinets) and 'Prayas' have helped in improving attendance and NER
- Promote financial support through scholarship
- Setting up smart classrooms with Braille-teaching devices for visually impaired children in Ranchi
- Promote MOOCs in multilingual mode, depending on the demand of the and distance education for students who cannot pursue regular mode of course,
  education.
- Implementation of CBCS (Choice-based Credit System) system for academic courses, and a web-based system for monitoring faculty performance
- Setting up hostels and provision of stipends to students from under-servedareas to avail educational facilities in urban areas.
- Constructing Model AWCs and remodeling the existing ones in Chatra District under "Project Angan" to transform the AWCs into interactive and child-friendly learning spaces, where children are provided with the utmost facilities.

BIHAR

36.   **'MERA MOBILE, MERA VIDYALAYA' UNNAYAN BANKA** - The Aspirational District of Banka launched the "Unnayan Banka" initiative, which envisages 'quality education for all', using the latest technologies. It is a multiplatform model based on the principle of 24x7 availability of learning material in which students get animated, contextualized, and comprehensive videos on various technology platforms, shifting from the traditional model of education. Complete audio- visual content is mapped according to the CBSE or State Board Curriculum in both English and Hindi and the interface is such that the educational content on the DIKSHA platform can also be played. It also has an

AI-based mechanism for monitoring and continuous evaluation of learning outcomes of every student. Questions asked by students are answered by expert teams scattered across India & abroad, comprising IITians, corporate professionals & educators. It is creating a genre of "Collaborative Networked Learners" where peer-to-peer learning is promoted. The initiative connects students across the nation with quality educators.

37.   **LIBRARY CAMPAIGN – EDUCATION FOR CHANGE** - The Aspirational District of Sitamarhi has taken education for all as an impacting indicator and initiated a library campaign in two phases to enhance the imagination of kids. In Phase-I, the district built 1,431 Model Libraries & in Phase-II, the district will have 600 Model Libraries to cover 100% of schools. The District Administration is making continuous efforts to motivate and encourage individualsof all age groups to overcome all the other social barriers and benefit from the libraries. It has morphed into a mass movement with wholehearted participationfrom teachers wholeheartedly.