



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Role Of Education In Shaping Viksit Bharat

Dr. Kabindra Singh Rathour, Dr. Sandeep Gangwar, Dr. Hari Shanker Gangwar & Dr. R.K. Singh*

Sardar Ballabh Bhai Patel Degree College Bhojipura, Bareilly

*Khandelwal College of Management Science & Technology, Bareilly

Abstract: The foundation of a country's progress is its educational system. Education will be a big catalyst for driving India's growth and development in the Amrit Kaal. Knowledge, wisdom, creativity, motivation and encouragement are prerequisites for a successful education system. As the fifth-largest economy poised to be the third-largest in the next two years, India is ready to make strategic technological, infrastructure, and education advancements. The nation's diverse and skilled workforce, nurtured by world-class educational institutions, will boost innovation and productivity. Efforts must be made to bridge the gap in existing knowledge regarding the contemporary importance of interdisciplinary and multidisciplinary studies. India will commemorate its 100 years of independence in 2047. We need to envision an educational system that gives all Indians a sense of independence, fosters inclusive development, and equips them for the opportunities and challenges of the twenty-first century. To ascertain how each aspect of education plays a role in the creation of a vibrant and empowered India by 2047, a thorough analysis of Vocational Education and Skills, Integration of Technology, Digital Infrastructure, Tech-enabled Learning, Digital Literacy and Inclusion, Responsible Use of Technology, Teacher Training and Support etc. are key components. In addition to receiving formal or vocational education, we also need to acquire additional abilities in order to successfully achieve the objectives of Vikasit Bharat. Communication, Emotional Intelligence, Problem solving, Creativity, Collaboration, Active Learning and Learning attitude, Curiosity, Decision making, Interpersonal skills, Time management, Logical reasoning, digital Literacy, Leadership, Creativity, Analytics, Leading by influence, Cognition etc are the future skill requirement in students. The carrier development now a days is much more than the just passing a degree or taking practical experience

but needs to adapt lot of essential qualities and dynamic changes in the world. The Viksit Bharat Vision 2047 will be achieved only when every stake holder will align themselves in line with this

Introduction:

Viksit Bharat 2047 is a vision of Government of India to make India a developed country by the year 2047, when India will celebrate its 100th year of independence. The vision covers various aspects of development, including economic growth, social progress, environmental sustainability and good governance. Education is a human right and the key for human resource development. It is essential for sustainable development, peace and stability within and with other countries. Education is an important indicator of development as it is an investment for future and is an instrument of change. In Indian social point of view we agree that by investing in education, we invest in the future of India, empowering generations to come to build a successful, impartial, and inclusive nation. India can empower its citizens with the knowledge, skills, and values necessary to build a truly Viksit Bharat. The present paper focuses on visions of a Viksit Bharat: Education in 2047. The present study aims to study on role of education in shaping Viksit Bharat and comprehensive examination of various facets of education should be undertaken to determine their collective contribution towards shaping a dynamic and empowered India by 2047.

Elements of Viksit Bharat- Early Childhood Care and Education: Article 45 of Indian Constitution describe Provision for early childhood care and education to children below the age of six years (86 Amendment) Act, 2002 sec.3 (w.e.f. 1-4-2010). Early childhood care and education (ECCE) is a fundamental and integral part of the education system. It addresses birth to 8 years as a critical stage for children that lays the foundation of social-emotional learning, education, health, and nutrition. It is school-based, centre-based, institutionalised, community-based, or home based, care and learning for young children between 0 to 8 years old. Early childhood care and education are critical for several reasons, like- Appropriate nutrition, Healthiness, Care for children and mother, Provide free and spontaneous environment, All round development (psycho-physical, social emotional, artistic etc.), Motor development, Formation of good habits, Regular medical check-up and vaccination, Development of sense organs, Development of Creativity, Language development etc. However, despite its significance, the ECCE still needs to be prioritised. Schools, teachers, parents, educational institutions, and the child welfare community are crucial in providing early childhood care and education.

Universalization of Education: Universalization of primary education is key feature of Viksit Bharat's. No upliftment of the country is possible if large number of people living in rural areas remain illiterate. Right from independence, the Government of India has expanded the educational facilities to all citizens and use it as an instrument of national reconstruction. The Indian constitution provides equal opportunity in the field of education without any discrimination and it is responsibility of the government to make education universalization. Indian constitution has made provisions for the free and compulsory primary education for

all the children within the age of 6-14 years. It becomes a fundamental right of every child through the 86th amendment of the Constitution in 2002.

Lifelong Learning: Education should not be confined to classrooms. A Viksit Bharat will foster a culture of lifelong learning through skill development workshops, vocational training programs and accessible online learning platforms for all age groups.

Inclusive Education: Inclusivity is not just about access, but catering to diverse needs. A Viksit Bharat will prioritize special education for differently-abled children, emphasis on mother-tongue based learning in early years and address learning disabilities with empathy and support.

Bridging the Skill Gap: A Viksit Bharat will require a skilled workforce to fuel its economic growth. This demands a strong emphasis on vocational education and skill development programs associated with industry needs. These programs should be accessible, reasonable, and provide practical training alongside theoretical knowledge.

Entrepreneurship and Innovation: Educational institutions should integrate entrepreneurship education, provide incubation centres for student start-ups and encourage innovation and creativity. Everyone will consider that fostering an entrepreneurial spirit is crucial for a thriving economy.

Teacher Training and Development: A Viksit Bharat will invest in teachers is key to a strong education system by prioritizing teacher training programs, continuous professional development and competitive reward to attract talented educators.

Community Engagement: : Everyone will consider that fostering an entrepreneurial spirit is crucial for a thriving economy. A Viksit Bharat will foster strong partnerships between schools, communities and parents. This could involve community-based learning projects, parent-teacher associations and influence local knowledge and resources. Foster collaborations between schools, government agencies, NGO's and private sector to create a supportive learning network.

Digital Infrastructure: India's education system faces significant infrastructure challenges. Viksit Bharat will require bridging the digital divide by providing affordable internet access, devices and digital literacy training to all.

Recognition and Certification: : Viksit Bharat plans to set up strong accreditation systems for vocational skills to ensure they are acknowledged and valuable for employment. This will make vocational education an attractive and respected career path.

Cultural Connections: Enable cultural connections with tribal life, art and culture. Establish a cell of language and early grades teaching resource persons at district and/or tribal project levels, to work specifically with tribal children.

Nature Of Indian Education For 2047

1. **Curriculum change:** For the quality of education needs to renovation the education curriculum for increase cognitive skills like foster critical thinking, creativity, emotional intelligence, problem-solving, and lifelong learning. This can be achieved by incorporating sports, arts, and social service into the curriculum. Here also give emphasize on noncognitive skills like teamwork, communication, ethical values, collaboration, community engagement, social responsibility etc. alongside academic learning.

2. **Improve teaching method:** Teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Modern teaching focuses on the entire learning process, by using Online learning, Experiential learning, Differentiation, Blended learning, Gamebased learning, Student-centred learning etc. is helpful for creation of appropriate teaching learning situation.

3. **Develop school infrastructure:** School is the place where children learn, grow, and develop into responsible individuals. To ensure that students receive a holistic education, schools must provide basic facilities that cater to the overall development of a child. Our classrooms need to be upgraded from blackboard and benches to multimedia-enabled learning rooms with at least a screen and teaching learning materials for multi-modal learning.

4. **Standardize assessment system:** Instead of focusing on teaching what will be on the test and assessing mainly rote, memory-focused questions, we should renovation evaluations to include more advanced, application-based questions. Additionally, there should be a greater emphasis on assessments that aid learning rather than just evaluating what has been learned.

5. **Use technology:** Schools must use data and technology to personalise learning and remedial so that every student can progress. Currently, every class has a normal distribution of above-average, average and below-average students. But students are not numbers to be separated by scores. They are

individuals who need to be guided from where they are, via their favourite path of learning, to get to their goal.

6. Student services and facilities: Support services must be provided by institutions to help students with various challenges they may encounter, whether academic or personal. These services include study skills support, mentorship programs, counselling, career guidance, financial aid, housing assistance, and student union activities, and they are offered in an organized fashion.

7. Early childhood care and education: Early childhood care and education are critical for several reasons, like- Appropriate nutrition, Healthiness, Care for children and mother, Provide free and spontaneous environment, All round development (psycho-physical, social emotional, artistic etc.), Motor development, Formation of good habits, Regular medical check-up and vaccination, Development of sense organs, Development of Creativity, Language development etc. However, despite its significance, the ECCE still needs to be prioritised. Schools, teachers, parents, educational institutions, and the child

welfare community are crucial in providing early childhood care and education. **8. Free and compulsory education:** After 74 years of independent, India has not been able to fulfil main aspects of universalization of education. There are some basic causes behind such failure like- population explosion, lack of institutional facilities, wastage and stagnation, poverty, defective education policy, dull curriculum, lack of multiple entry, lack parttime educational facility etc. For the fulfilment of universal education or education for all it is ensure that every child in the school and school for every child. If need

be, government modify our admission procedures and make them more flexible in order to make entry to any class at any time less rigid and more open.

9. Open and distance education: All that knowledge that could be provided to a person at home is known as distance education or learning. It has been universally accepted as an alternative to institutional teaching to provide a second opportunity for complete education to those who lost the opportunity of

getting the same at their normal stage. The Open and Distance Education is a new paradigm with several elements of shift, including: from classroom to anywhere, from teacher centric to learner centric, from teacher as an instructor to teacher as a facilitator, from mainly oral instructions to technology aided

instructions, from fixed time to anytime learning. In India due to socio-economic conditions and lack of availability of higher educational institutions, students are unable to complete or pursue their higher education through regular institutions and universities. Thus Open and Distance Education system has been played an important role to offering higher education for the deprived people.

10. Inclusive education: Inclusive education is attempts to create a welcoming and supportive environment where every learner can thrive, participate, and contribute to the fullest extent possible. Inclusive education promotes not only academic excellence but also social inclusion, fostering a sense of belonging and equity among all students.

11. Preparing professional teachers: We need to urgently empower and equip our teachers to move from lecture-based, book-based teaching that promotes rote learning to a multi-modal form of teaching that delivers better learning. Teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling the students, organizing cocurricular activities, participate in community programs, diagnose and remedy students problems etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teacher and teacher educators. Teacher education programs are important for professional preparation of teachers and so they should provide for a comprehensive coverage for professional knowledge, values and skills have a string functional orientation.

12. Government involvement: There are many drawbacks and gaps in Indian education system which if limited can work for the overall development of the country. More funds should be allotted for the development of the education system in India. In the past few years, many beneficial steps have been

taken in this direction and if the same is continued India may soon overcome the current challenges. There is a major difference in the quality of education being provided in the rural and urban areas of the India. Steps must be taken to standardize the quality of education across India so that everyone can get equal and unbiased knowledge and opportunities to grow. There are various private education institutions in India which demand high fees and have better infrastructure and equipment to study. This disparity must be worked upon and the Government must make education affordable and accessible for all.

13. Community relationship:. Communities play a crucial role in promoting education. Through various initiatives such as mentoring, tutoring, and creating educational programs, communities can help students achieve academic success. The benefits of community involvement in education are numerous, including improved student outcomes, increased community participation in education, and bridging the achievement gap.

New Education Policy (NEP 2020)

In July 2020, the Union Cabinet of India approved the New National Education Policy (NEP) to bring modern reforms to the Indian education system from the school to the college level. This policy stands on the ideology to make India a ‘global knowledge superpower.’ In addition to this, the Ministry of Human Resource Development was renamed to the Ministry of Education. This Policy is based on the pillars of **Access, Equity, Quality, Affordability, and Accountability**.

Aim: It aims to make both school and college education more holistic, multidisciplinary, and flexible, which aligns with the 2020 agenda for sustainable development. To establish a uniform educational framework that actively contributes to the nation’s transformation. The policy seeks to provide all students with a high-

quality education system regardless of location. Until July 2020, India has witnessed several changes in its educational infrastructure that followed the same 10+2 system.

Purpose of (NEP 2020): The NEP seeks to revise and revamp all aspects of the education system, including its regulation and governance. It aims to establish a new framework aligned with the aspirational goals of 21st-century education. For instance, SDG4 draws on India's rich traditions and values. This NEP policy places a strong emphasis on nurturing the creative potential of every individual. It is founded on the belief that education should foster cognitive abilities from foundational skills like literacy and numeracy to advanced skills like critical thinking and problem-solving and social, ethical, and emotional capacities.

The Need for a New National Education Policy: Up until the introduction of the New National Education Policy in 2020, there were many pitfalls in the Indian education system. Memorisation was prioritised more over the understanding of concepts. In addition to this, the presence of multiple boards was a big issue. Each board had different learning methods for different skills, and then every student had to take the same standardised board exam. Furthermore, in the past years, more emphasis was laid on learning or mastering traditional subjects and less on developing vocational skills. In the new education policy, all the pitfalls and limitations of the Indian education system are taken care of. Moreover, the policy intends to bridge the gap between vocational and formal education.

Reformations in the Indian Education System Post-Independence

Year	Event
1948	The 1st commission, University Education Commission, was set up
1952	The Secondary Education Commission was established
1964-1966	The Indian Education Commission was introduced
1968	1st National Education Policy was introduced
1986	A new education policy was formulated
1992	The previous education policy was modified
2005	The 1986 education policy was modified again
2020	The new National Education Policy (NEP) was passed by the cabinet
2023-2024	The New Education Policy was implemented in this academic year

Top 20 Principles of NEP 2020

1. Focus on recognising and nurturing each student's unique abilities for holistic development.
2. Prioritisation of foundational literacy and numeracy by grade 3.
3. Flexible learning pathways allow students to choose their own educational and career trajectories.
4. Eliminating barriers between arts, sciences, curricular, and extracurricular activities for a seamless learning experience.
5. Multidisciplinary and holistic education across subjects to foster knowledge uniformity.
6. Emphasis on conceptual learning over rote memorisation and evaluation based on a single exam.
7. Promotion of creativity, critical thinking, ethics, and human values.
8. Encouraging the incorporation of multilingualism and communication skills.
9. Regular formative assessments to support learning rather than high-stakes exams.
10. Use of technology to enhance access, especially for students with disabilities, and improve educational planning.
11. Commitment to diversity, equity, and inclusion in all educational policies.
12. Synergy in curriculum across all levels of education from early childhood to higher education.
13. Teachers are central to learning so there should be equal focus on recruitment, professional development, and positive work environments.
14. A regulatory framework that ensures transparency and innovation while encouraging autonomy and governance.
15. Promotion of research as a fundamental element of education and progress.
16. Continuous review and assessment by experts to ensure educational progress.
17. Fostering pride in India's diverse cultural heritage and knowledge systems.
18. Education is a public service, with quality education as a basic right for every child.
19. Significant investment in public education and promotion of philanthropic private participation.

20. Focus on regular student assessments.

Salient Features of New Education Policy

1. Schooling from the age of 3 years now: The New Education Policy extends compulsory schooling from the age bracket of 6-14 years to 3-18 years. The NEP includes three years of previously unrecognised pre-schooling for children aged 3-6 years in the school curriculum. The new system will include 12 years of formal education and three years of Anganwadi/pre-school education. The 10+2 school curriculum framework will be replaced with a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years, respectively, with an emphasis on Early Childhood Care and Education (ECCE).

2. Mother tongue can be the medium of instruction: The NEP emphasises pupils' native language as the medium of teaching while adhering to the "three-language formula" and ensuring that no language is imposed on anyone. The NEP simply suggests using the mother tongue as a medium of instruction rather than making it mandatory. The home language, mother tongue, local language, or regional language will be used as the medium of instruction until at least Grade 5, but preferably until Grade 8 and beyond.

3. NO UGC, AICTE, NCTE: The Higher Education Commission of India (HECI) would be established as a single umbrella body for all higher education in India, excluding medical and legal education. Regulation, accreditation, and academic standards will all be governed by the same set of rules for public and private higher education institutions. In 15 years, the government will phase down college affiliation, and a stage-by-stage procedure for providing colleges with graded autonomy will be formed.

4. Science, Arts, and Commerce gets blurred: There would be no formal distinctions between arts and sciences, curricular and extracurricular activities, or vocational and academic programmes under NEP 2020. Students can choose from a variety of disciplines throughout the streams. Internships will be included in vocational education, which will begin in sixth grade.

5. FYUP programme returns & no more dropouts: Under the NEP, undergraduate degrees will span three or four years, offering multiple exit options. Students can earn a certificate after one year, a diploma after two years, or a Bachelor's degree after three years. An Academic Bank of Credit will store academic credits digitally, allowing them to be transferred between institutions. This policy introduces essential reforms, ensuring uniformity, transparency, and oversight by a single national agency across the education system.

6. Common access at all school-level education: According to this policy, students' progress and their learning capacity will be tracked timely. Students will be given access to different learning modes, like formal and informal teaching methods. The policy also states that vocational education courses are to be

included in the curriculum from preschool to 12th standard. The policy is not just limited to knowledge or skills; it also emphasises the inclusion of trained counsellors and social workers in the schooling system.

7. Foundational Literacy and Numeracy (FLN) to start from grade 3: FLN is a broad concept that refers to a child's capability to read basic texts and solve basic numerical problems such as addition and subtraction. It is considered an urgent and vital prerequisite to learning. Keeping this in mind, the NEP has directed the states to prepare a plan on how to implement and achieve this in the curriculum for all primary school students by 2025.

8. Project-based learning in the school curriculum: The policy states that the school curriculum and pedagogy should aim for the holistic development of students by designing the coursework that would equip them with 21st-century skills. Students will have to study a reduced course content, which will emphasise experiential learning and critical thinking and give students the choice of subjects they wish to study. Moreover, vocational education will be made available in class 6th-8th, along with internship opportunities.

9. Efforts to increase the graduate enrollment ratio: In the past years, very few students opted for higher education. So given this concern, the policy aims to incorporate a maximum number of students in higher education, including vocational education. The graduate enrolment ratio is expected to increase up to 50% by 2035 from 26.3% in 2018. Also, with the multiple exit options in higher education, it is expected that the student dropout rate will reduce.

10. Bringing online and distance education at par with regular courses: The government has already taken initiatives to bring the standards of distance learning programmes at par with regular courses. Measures like online courses, digital repositories, funding for improved student services and research, and credit-based recognition of MOOCs, among others are to be taken.

11. Technological innovation in education as the base of NEP: National Educational Technology Forum (NETF), an autonomous body, will be started to offer a free exchange of ideas related to the usage of technology in enhancing the academic experience. This integration is expected to improve the classroom processes, contribute to teacher professional development, and streamline the management of education planning.

12. Internationalisation of education: An important aspect of the NEP 2020 is that it promotes the internationalisation of education by encouraging institutions to forge global collaborations with universities and research institutes. This will not be limited to students, faculty exchange programmes will also be encouraged. Meanwhile, the policy aims to allow the top world universities to open their campuses in India.

13. Increase in public investment in education: In line with the objective of the New Education Policy, the Centre and State governments will be working in collaboration to increase investment in education. The collaboration of both houses is expected to reach 6% of GDP regarding the education sector as soon as possible to improve the educational infrastructure.

Explanation of 5+3+3+4 Structure of New Education System: It is the refurbished structure of the educational framework which was introduced in the NEP 2020. It categorises learning into four stages-

i) Foundational Stage: It consists of the initial years of a child's education i.e. till 5 years. The first three years of primary education are based on interactive learning through activities and playful games. This is followed by grades 1 and 2 where the child will gain basic literacy and numbers.

ii) Preparatory Stage: It spans three years from class 3rd to 5th. A multi-faceted approach is to be adopted for a comprehensive learning experience at this stage. The curriculum emphasises understanding and the application of concepts instead of rote memorisation.

iii) Middle Stage: The stage between classes 6th to 8th is the middle stage and it takes your child deeper into the subject matter. It is the first time that students are introduced to project-based learning and they learn about the subjects in detail.

iv) Secondary Stage: It is the final segment of school education which includes grades 9 to 12, also known as higher secondary education. Students get the chance to choose the subjects of their choice and prepare them for future career paths. The child will learn real-world skills and competencies.

Implementation of the New Education Policy: The implementation of NEP 2020 needs coordinated efforts by different groups working together in an organised way. The policy outlines timelines, guiding principles, and methods for its execution. This includes Union and State Governments, Ministry of Education, State Education Departments, different boards, NTA, regulatory bodies for school and higher education, schools, and higher education institutions (HEIs). These groups will follow set timelines. They will also review plans to make sure the policy is implemented as intended. It is taking proper coordination and cooperation among all involved in education. The review meeting for NEP implementation discussed the NEP 100-day action plan. The plan includes progress in infrastructure, civil works, and ICT-enabled smart classrooms under Samagra Shiksha. NEP also focuses on setting up Vidya Samiksha Kendras and 200 educational channels.

Challenges with NEP : The framework designed by NEP will bring a revolutionary change in the entire higher education ecosystem of India, but it has a few limitations, as studied by a few researchers. As the policy aims to double the gross enrollment ratio by 2035, this requires the creation of a new university every week for the next 15 years, which is a huge challenge. To deliver the upgraded curriculum effectively, India needs a sizable pool of competent teachers who are familiar with the new pedagogical approach. Adequate

funding and resources are required for proper implementation. It can become difficult for universities to predict how many students would join and exit.

References:

1. <https://aapkisarkariyojna.in/viksit-bharat-by-2047-a-vision-for-a-developed-india/>
2. <https://aspiringyouths.com/essay/futureeducational-challenges/>
3. <https://impactdots.com/blog/sustainableeducation-new-classroom-for-a-bettertomorrow/>
4. <https://www.pw.live/exams/currentaffairs/viksit-bharat-2047/>
5. <https://testbook.com/question-answer/the-mostpowerful-constraint-in-attaining-universa--5fa8fdc8db6e16cec96342b6>
6. <https://opentext.wsu.edu/tchlrn445/chapter/chapter-10-supporting-your-students-futures/>
7. <https://glint2023blog.com/viksit-bharat-2054-2/>

