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# Skill Development and Global Parameters for Viksit Bharat

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**Abstract**

Through the implementation of the Viksit Bharat 2047 initiative, the government intends to make the nation's economy self-sufficient and affluent by the year 2047. This program is designed to meet certain requirements, including but not limited to: economic growth, technological advancement, infrastructure development, social empowerment, and sustainability. Nirmala Sitharaman, the Minister of Finance, highlighted a few priorities in the Union Budget 2025-26, which were designed to create opportunities and drive progress in accordance with the overarching plan that was outlined in the interim budget. These steps were plotted in order to achieve this goal. For the first time in its history, India stands at a crossroads. The 21st century will be India's century, in light of the fact that the nation is confident in its potential and is launching itself into the future. According to projections provided by the International Monetary Fund (IMF), it is currently the fifth largest economy in the world and is projected to become the third largest economy in the world by the year 2027. By the year 2047, India is on track to have an economy of thirty trillion dollars and possess all of the characteristics of a developed nation. We are going to have a Viksit Bharat. As India sits at this key juncture, prepared to take off on its growth trajectory, it is important to realize that immense dedication and belief in India's destiny, together with unwavering leadership, is required to realize this potential. This is something that must be understood in order to realize this potential. To achieve the goal of making India a Viksit Bharat by the year 2047, there is a significant amount of work that has to be done in a mission manner. In order for this to take place, it is necessary to devise a plan that is not only daring and ambitious but also transformative. We cannot continue with business as normal. Now is the time to shape the future. By engaging young people to participate in ideation and to make contributions to the vision of Viksit Bharat by the year 2047, it is essential to channel the innovative ideas of young people into the process of nation-building. That precise possibility is made available to thousands of young people all over India by means of this outreach project.

## 1. Introduction

Through youth empowerment, robust infrastructure, and strong governance, Viksit Bharat 2047 aims to achieve a $30 trillion economy with a high per capita income of more than $14,000. This will be accomplished by focusing on skill development through technology-driven, holistic education (NEP 2020) with artificial intelligence, innovation, and global partnerships. The ultimate goal is to build a self-sufficient India that addresses climate change, technology, urbanization, demographics, and geopolitics. Viksit Bharat 2047: Global Parameters for the Economic Scale of the Project: By achieving a high income status (more than $14,000 per capita) and a $30–40 trillion GDP, we will be able to associate ourselves with industrialized nations.

The India Skills Report demonstrates that there is a high level of employability, critical thinking, creativity, leadership, and digital literacy within the workforce. Human capital. Using artificial intelligence, digital tools for personalized learning, and a robust information and communication technology infrastructure. Sustainability refers to the elimination of global disruptions such as climate change by implementing environmentally friendly infrastructure and

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sustainable behaviours, as well as ensuring that everyone has equal access to resources. Governance entails the implementation of inclusive development, effective policy, robust research and innovation ecosystems, and evaluations that are based on outcomes.

## 2. Target Areas for the Development of Skills

- Learning that is both holistic and skill-based involves moving away from memorization and toward the development of the four Cs: critical thinking, creativity, communication, and cooperation.
- The integration of artificial intelligence, virtual reality, and digital platforms into educational settings is referred to as "Education 4.0."
- Fostering university-industry linkages and a research-oriented mindset are two objectives of the Innovation and Research initiative.
- In the context of faculty empowerment, continuous training in digital literacy and contemporary pedagogy is provided to educators.
- Platforms offering mentorship, leadership, and skill mapping, such as Mera Yuva Bharat (MY Bharat), with ambitions to include artificial intelligence into MY Bharat 2.0, are examples of youth empowerment initiatives.
- Providing teachers and students with opportunities to participate in international research exchanges and partnerships is one of the global best practices.

When it comes to the progression of a nation's development, the goal of being acknowledged as a developed nation should be considered an important milestone. When attempting to define what constitutes a "developed nation," it is necessary to take into account a wide range of characteristics, including the level of economic success and the overall quality of life that its residents experience. A considerable Gross Domestic Product (GDP) and a high per capita income are two examples of traditional economic statistics that are frequently regarded as fundamental criteria. In spite of this, the idea encompasses more than just economic measures; it also includes a high Human Development Index (HDI), which indicates progress in areas such as health, education, and standard of life. In addition, a developed nation is often characterized by a high level of industry as well as a robust technological infrastructure. There is still a lack of a definition that is widely accepted, despite the fact that international organizations such as the World Bank and the United Nations use a variety of categories that are based on HDI scores and income levels. Due to the intricacy of the situation, it is essential to have a complete comprehension of India's goals in relation to the Viksit Bharat project.

The Viksit Bharat program is the ambitious aim of the Government of India to transform the nation into a developed country by the year 2047, which coincides with the centennial of the nation's independence. This ambitious attempt, which hopes to achieve comprehensive and sustainable development, is summarized by the motto "Bold Vision. Brighter Future." Its goal is to mobilize efforts across a variety of sectors, including economic, social, environmental, and governance. Achieving the status of a developed nation would have substantial repercussions for India, including the promise of improved worldwide position, increased economic prosperity for the country's residents, and an overall improvement in the well-being of the people's lives.

To turn India into a developed entity that is defined by economic prosperity, social advancement, environmental sustainability, and effective governance is the overriding objective of the Viksit Bharat initiative. The objective of this vision is for India to become a leading global power, providing its population with high standards of living and ensuring that everyone has the opportunity to experience equitable growth. With this program, a significant emphasis is placed on the development of a nation that is self-sufficient and has a vibrant and flourishing economy.

Viksit Bharat sets a number of important goals in order to bring this expansive vision into reality. One of the most important goals for the economy is to reach a considerable gross domestic product (GDP), with targets ranging from thirty trillion to forty trillion dollars by the year 2047. Over the course of this economic expansion, it is anticipated that there would be a substantial rise in the average income of each individual, with the target range being between 15,000 and 18,000. Socially, the program seeks to achieve the lofty objective of achieving zero poverty, with the intention of elevating those who are disadvantaged through the implementation of inclusive development and financial empowerment. Another goal of the utmost importance is to guarantee that all residents have access to high-quality education and medical treatment.

In terms of the environment, Viksit Bharat is dedicated to reaching net-zero carbon emissions and simultaneously fostering sustainable and environmentally friendly growth across all industries. When it comes to governance, the project intends to build processes that are open to the public, efficient, and focused on the needs of the citizens. In addition, the vision includes the goal of making India a world leader in technological innovation and technological advancement. One of the most important aspects of this vision is the empowering of citizens through the promotion of health, education, the empowerment of women, and social justice. Last but not least, the objective of Viksit Bharat is to bolster India's global standing and influence in the international arena. The interrelated structure of these goals suggests that achievement in each of these areas will be mutually reinforcing, which will propel India towards the future it envisions for itself.

## 3. Obstacles in Enhancing Education and Skill Acquisition

- **Access and Equity**

Ensuring equal access for all social segments is a crucial issue in advancing education and skill development in India. Significant gaps still persist despite significant advancements in increasing access to education, particularly among marginalized groups and in rural areas. Due to the absence of internet connectivity and digital learning materials for many kids in distant areas, the digital divide has made these disparities worse. Additionally, gender inequality persists because girls in some areas face socioeconomic and cultural barriers that restrict their access to education. Additionally, there are notable regional differences in the quality of schooling. While rural schools frequently struggle with issues including inadequate infrastructure, teacher shortages, and a lack of learning tools, urban schools typically have the advantages of greater resources, more trained teachers, and access to extracurricular activities. The difference between socioeconomic classes is widened by this discrepancy in educational quality, which limits prospects for social mobility and prolongs cycles of poverty.

- **Quality of Education**

It is a big problem that the quality of education in India is a key concern that has far-reaching ramifications for the growth of the nation. When it comes to education, the framework is commonly criticized for its emphasis on rote memorization and instruction that is centered on examinations. This approach impedes the development of skills like as critical thinking, analytical thinking, and creative thinking, all of which are essential for achieving success in the modern world. Additionally, a significant number of educational programs at schools and universities are out of date and struggle to remain connected with the rapidly changing global environment. This is especially true in essential areas such as technology, science, and entrepreneurship. Another important element influencing the quality of education is the calibre of teachers. Many teachers lack access to continual professional development and are undertrained, especially in rural areas. This results in poor student performance and inefficient instructional strategies. The general standard of education is further undermined by the inequalities in educational content caused by the lack of a national curriculum.

- **Industry-Academia Linkage**

One of the biggest challenges facing India's education and skill development sectors is the gap between industry and curriculum. There is frequently a gap between the talents that employers want and the abilities that students acquire since educational institutions operate independently of the demands of the labor market. This disparity is especially

apparent in higher education, where many graduates struggle to find jobs that match their abilities. Furthermore, innovation and research are hindered by the absence of strong ties between the academic and industrial sectors. Even though some universities have begun interacting with businesses through guest lectures, internships, and cooperative research, these efforts are still quite small. A more comprehensive approach is needed, where industry demands directly impact research priorities, skill-building initiatives, and curriculum development. Such a strategy would enhance the education system's contribution to economic growth and better prepare students for the labour market.

- **Technology Integration**

In this increasingly digital era, it is absolutely necessary to include technology into the process of education and the development of skills. On the other hand, India faces significant challenges in this area. In spite of the efforts that have been made to enhance digital learning, notably in the wake of the COVID-19 epidemic, the infrastructure that is required to allow universal adoption of technology in education is insufficient. In remote areas, a significant number of educational institutions lack essential digital resources, like computers, dependable internet connectivity, and even an uninterrupted supply of energy. In addition, there is a significant gap in the level of digital literacy that exists between academic institutions and their students. A significant number of educators have not had adequate training to incorporate digital technologies into their lessons in an efficient manner, and students who come from disadvantaged backgrounds typically lack the essential digital skills that are necessary to be successful in a society that is increasingly dominated by technology. This digital divide not only makes it more difficult to incorporate technology into educational settings, but it also exacerbates the disadvantages that already exist.

Innovation and entrepreneurship will be the driving forces behind India's knowledge economy. The basis for this is already being established by the stand-up India, start-up India initiative of the Government of India, which is giving a central role to tech start-ups and new entrepreneurs in the process of producing employment opportunities. On the other hand, innovation is envisioned not only at the cutting edge of (manufacturing) technology, but also in the trenches of the underdeveloped economy; innovation by "rural entrepreneurs" to transform agriculture, rural manufacturing and services, and innovation by "social entrepreneurs" to scale up to a market of 1.6 billion people without compromising quality. The development of hybrid physical-digital (Phygital) systems that strike a balance between the social value of human interaction and the cost-effectiveness of web-based services. To be able to learn, think, question, find solutions, and take risks is the cornerstone of innovative entrepreneurship. A solid education is the foundation of innovative entrepreneurship. In addition to playing a role in the development of innovations, the second pillar is a competitive economy that does not allow oligopolies to use their power of veto. Oligopolies that have been in existence for a long time and whose revenues are endangered by new ideas have the ability to prevent these inventions from fructifying and spreading. This can be accomplished either directly through intervention or indirectly through regulatory capture or collusion with governments. In order to prevent behaviours of this nature, policymakers and regulators, as well as institutions, must continue to maintain a state of vigilance. Only the first step has been taken, and that is the reform of the higher education and research system that was recently done. The superstructure as a whole will need to be redesigned from the ground up. In order to fulfil the requirements of the knowledge economy, it is essential to carry out more reforms of government research institutes, including the agricultural research system that falls under the jurisdiction of state governments. In order to modernize the Strategic and Defence Research and Development system, it is necessary to establish a Defence R&D Commission that is modelled after the successfully operating Space commission. A commission of this kind would be responsible for identifying and developing futuristic technologies, beginning with fundamental research and going on to train high-level professors and teachers, producing prototypes, and assisting in the manufacture of these technologies. Both pure defence systems, such as hypersonic vehicles, satellite defence systems, and high-powered lasers, and dual-use products, such as semi-conductors, robots, autonomous cars, artificial intelligence, machine learning, expert systems, and cyber tools, would fall under this category. In order to increase the global learning of Indian research systems and the STEM department at Indian universities, it is necessary to connect them to research that is carried out in universities and research labs and the incorporation of this knowledge into new start-ups in developed countries.

Skills and jobs are two sides of the same coin when it comes to the situation at hand. In the same way that the availability of finance is essential to the ongoing expansion of jobs, productivity, and real wages, the availability of

work skills is indispensable. Markets for job skills are comparable to credit markets in that they are characterized by information asymmetries and moral hazard. However, these two characteristics are not identical. The markets for skills are extremely fragmented and characterized by sub-markets that are absent, flawed, and inefficient. This is very similar to the way that credit markets were functioning approximately fifty years ago. The economic actors that are participating in the demand side of the market are the same as those who are participating in the demand side of the market for credit: These can be broken down into two categories: the formal sector and the informal sector. Inside the formal sector, corporations and huge unincorporated enterprises each have their own unique characteristics. Similar to the formal sector, the informal sector is characterized by significant disparities in the requirements and capacities of small businesses, micro enterprises, and self-employed individuals. Because every person of the population that is of working age is a prospective provider of skilled labour, the supply side is even more complicated. All of these individuals are distinct from one another in terms of their level of literacy, the quality of their education, and the job skills that they have gained. In light of this diversity and the fact that there is a shortage of information and knowledge regarding the skills that are required for all sorts of jobs, in various industries and sectors, two linked services are essential to enhancing the functioning of the market for skills: Both skill providers, which include government organizations, society, and non-profit universities, as well as private training institutes, are responsible for imparting job skills to individuals, and intermediaries are responsible for matching the abilities of job seekers with the skills that employers require. One of the most important factors in minimizing information imbalances and developing effective marketplaces for skills is the connectedness that exists between these four.

## 4. Conclusion

The Viksit Bharat program, which aims to make India a developed nation by its centennial year of independence in 2047, is a bold and ambitious vision for the country's future. According to the study, even if the goals are difficult, they can be reachable with consistent dedication and the successful application of clear tactics. A holistic view of development is reflected in the initiative's all-encompassing strategy, which includes social advancement, economic growth, environmental sustainability, and good governance. The relevance of a participatory approach is highlighted by the active involvement of different stakeholders, especially the youth, in creating this vision. Although ambitious, the economic growth projections are considered achievable by a number of experts and institutions, provided that significant structural reforms are put into place and that important growth drivers like manufacturing, services, exports, infrastructure development, and technological innovation are consistently prioritized. In order to guarantee that the envisioned better future is inclusive and sustainable for all residents, it will be essential to address the current social and environmental issues, such as inequality, access to high-quality services, and climate change. It will need steadfast commitment, efficient coordination between the various governmental levels, and the combined efforts of all Indians to realize the ambitious vision of Viksit Bharat. India may, in fact, fulfil its goal of becoming a developed country by 2047 and bring about a period of increased wealth and well-being for its citizens if it continues to be committed and takes calculated action. Improvements in education and the cultivation of skills are absolutely necessary as India draws closer to realizing its goal of Viksit Bharat@2047. These spheres are essential to the process of determining the future of the nation. India is able to ensure that its residents are equipped to navigate a world that is fast altering by addressing concerns pertaining to access, quality, and relevance in education and by constructing a robust environment for the development of skills. The proposed solutions, which encompass curriculum updates, technological integration, and enhanced industry-academia partnerships, seek to establish an inclusive and dynamic educational environment that addresses the requirements of all learners. These reforms will not only rectify existing deficiencies but also establish a foundation for a more innovative, equal, and affluent society. The successful execution of these policies necessitates a collaborative effort from all stakeholders, including government, educational institutions, industry, and civil society. By means of teamwork and commitment, the objective of Viksit Bharat@2047 may be realized, establishing India as a global leader in education, innovation, and economic development. The benefits of these reforms will extend well beyond 2047, fostering a future where every Indian may realize their full potential and contribute to national advancement, flourishing in a globally integrated environment. In our pursuit of this ambitious objective, education and skill development will remain pivotal to India's trajectory toward becoming a developed and empowered nation.

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