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## Educational Reforms as a Strategic Tool for Achieving the Vision of Viksit Bharat 2047: A Policy and Implementation Analysis

Dr. Vishal Shukla<sup>1</sup>

<sup>1</sup>Assistant Professor, Department of Education, Armapore PG College, Kanpur, Uttar Pradesh

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### Abstract

For India to become a developed nation by 2047, the year it celebrates the 100th anniversary of independence (also called Viksit Bharat 2047), it is essential that the education system is of high quality, equitable and future-oriented. Education is not only a welfare sector, but also a key enabler of economic growth, technological innovation, social justice and democracy. This paper discusses the education policies and reforms in India, including the National Education Policy (NEP) 2020 in the context of the Viksit Bharat 2047 plan. Using secondary data from government reports, international reports and research articles, it examines the structural reform, governance reform, financing and implementation roadmap in the school and higher education system.

The paper begins with an introduction on the theoretical paradigm of education and development, the plan for Viksit Bharat 2047 and a descriptive overview of Indian education. It then concludes that although the policy objectives are transformative and progressive, the outcomes will be dependent on adequate financial resource allocation, capacity building, inclusive federalism and an effective implementation roadmap.

**Keywords-** Viksit Bharat 2047, National Education Policy 2020, Education Reforms, Human Capital, Development Policy.

### Introduction

In the 21st century, human capital and not material capital drive the growth of a nation. Education for economic development has brought about a successful transition from developing to developed country in the case of South Korea, Finland and Singapore. In this regard, India's vision of Viksit Bharat 2047, where the country will be a developed, inclusive and knowledge-based economy by the time it is 100 years old, is education-focused. India is at a pivotal stage. It has a demographic dividend as 65% of the population is under 35 years of age. But it can be its curse if not accompanied with the right knowledge, skills, critical thinking and values. So, education is a social responsibility, as well as a policy imperative for economic growth, employment, innovation and social cohesion.

National Education Policy (NEP) 2020 is a landmark event in the education sector of India. It revises the current 1986 policy and aims to revolutionize education from pre-primary to tertiary education and research. It is very supportive of national goals of equity, quality, affordability and global competitiveness - key to Viksit Bharat 2047. All these reforms are fine, but it's the implementation. India's education sector suffers from inequalities, under-investment, governance and capability problems. Therefore, in order to understand the role of education reforms to achieve Viksit Bharat 2047, we need to not only look at the policy but also the implementation and impact of reforms. In this paper we have tried to address this by presenting an integrated perspective on policy and implementation of education reforms in India. In part one of this paper, we have laid the conceptual and empirical backdrop by reviewing education and development, the vision of Viksit Bharat 2047, methodology and a brief overview of the current state of education in India from a reliable source.

This paper aims to contribute to this discussion by providing a policy and implementation perspective of education reforms in India. In this part of the paper, we have provided a conceptual and empirical background by discussing education and development, Viksit Bharat 2047, research design and a snapshot of the current state of education in India from a credible source.

## **2. Conceptual Framework: Education and Socio-economic Development**

### **2.1 Human Capital Development**

Human Capital Theory is an ideal explanation of the links between education and economic growth - education results in higher productivity, innovation and higher income. Education also results in growth. International comparisons demonstrate that countries that have higher education and learning outcomes have greater GDP, less inequality and better social outcomes.

India has two types of education. First, it has led to the emergence of a modern economy (vocational). Second, it has promoted social change. The Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) have allowed India to create scientists and managers. But this didn't trickle down, signaling a need for social justice and equity in education.

### **2.2 Education and Social Justice and Mobility**

Education is about economic growth, social mobility and justice. Education is anti-poverty, increases employment and promotes social integration. India is a diverse society - reforms should aim at improving access and affordability of education, language, gender and regional/political inequalities.

Viksit Bharat 2047 is about inclusive growth. So, reforms should focus on improving the education of the Scheduled Castes, Scheduled Tribes, minorities, children with special needs and the poor.

### **2.3 Education for the Knowledge and Digital Economy**

We are moving to a knowledge economy and digital economy. The changes in jobs and skills are brought about by technology. So, education should not just focus on literacy and numeracy but also on creativity, innovation, adaptability and lifelong learning.

In India, education needs to be future-proof for Viksit Bharat 2047. This includes a wide range of curriculum, multi-disciplinary approaches, research facilities and industry-education collaborations.

## **3. Viksit Bharat 2047: Education is a Key Strategy**

Viksit Bharat 2047 is a holistic vision for India's future that includes economic development, social, environmental and global leadership. Other key elements of this vision are economic development, good governance and technological innovation, but education is also clearly recognised as important.

The educational outcomes for this vision are:

- Universal and equal education
- World class university campuses
- Skills and employability
- World class research and innovation
- Online participation and tech-facilitated learning

These goals are a shift from focus on enrolments to learning quality, employment skills and innovation.

#### 4. Approach and Data

This is a qualitative and analytical study, using secondary quantitative data. The methodology includes

- Analysis of policy documents such as NEP 2020, Economic Surveys, NITI Aayog reports
- Analysis of data from UNESCO, World Bank, OECD and others
- Review of research articles on education reforms and development

This study does not make use of primary data as it is a policy analysis of trends.

#### 5. Overview of India's Education System

##### 5.1 School Education

India's school system is huge, with more than 1.5 million schools and nearly 250 million students. The Right to Education Act has improved access to elementary school. However, learning levels are poor.

According to ASER 2022, only 50% of the students in Grade V read a Grade II text. This points to a major learning crisis at the early stages, and can have a long-term implication for human capital formation.

##### 5.2 Higher Education

India's higher education system has over 1,100 universities and 45,000 colleges, and is the third-largest in the world. The Gross Enrolment Ratio (GER) increased from 19.4% in 2010–11 to around 27.3% in 2021–22.

This is an improvement but still behind the average for middle-income countries. There are quality, research, employability and rankings issues. None of India's higher educational institutions feature even in the top 200.

The first part of this article demonstrates that education is not third or fourth priority but a policy lever to achieve India's goals to be a developed nation by 2047. Education is a key instrument to promote economic growth, social inclusion and technological advancement.

However, the data shows that while India has achieved great progress in education, there are some problems. The following sections of the paper provide an overview of NEP 2020, implementation challenges, global insights and priorities for policy to realise the vision of Viksit Bharat 2047.

#### 6. Conclusion of Part I

This paper, in Part I, sets out that education is more than a niche policy area, but rather a vital tool for India to be a Developed Nation by 2047. The theoretical framework underscores the multiple dimensions and impact of education on economic development, social justice and technology. The statistical brief presents the enormous gains achieved and the systemic deficiencies in the Indian education system.

The following sections of the paper will build on this groundwork by critically examining the National Education Policy 2020 (NEP 2020), policy reforms in the education sector, challenges in implementation, lessons from best practices globally and policy recommendations required to achieve the goals of Viksit Bharat 2047.

#### 7. National Education Policy (NEP) 2020: An analysis of the policy

##### 7.1 Policy reforms in education

The National Education Policy (NEP) 2020 is a game-changer in the Indian education system. This has replaced the earlier policy of 1986 and 1992. The previous policy has failed to keep up with the demands of the global economy, which is increasingly based on technology, innovation and knowledge-based economy.

There were several long-standing issues that required reform; rote learning, teaching to the test, multiple regulation, lack of research culture and inequitable access to education. NEP 2020 was thus developed to address these problems.

The policy involved extensive consultation. It sought feedback from the states, teachers, experts, institutions and the public. This is a democratic way of policy-making, and is in keeping with the participatory philosophy of Viksit Bharat 2047.

## 7.2 Objectives of NEP 2020

The policy has five key objectives:

- **Access** - Inclusion for all from early childhood to 100% gross enrolment ratio for secondary school education and higher education
- **Equality** - Reduce regional, social, gender and economic inequities
- **Quality** - Competency-based learning rather than rote learning
- **Affordability** - Minimize cost of education
- **Accountability** - Improving governance and outcome-based accountability

These objectives reflect education as an investment priority and not a welfare service.

## 8. NEP 2020 Changes in School Education

### 8.1 The 5+3+3+4 Structure

The most important reform in school education is the change from 10+2 system to 5+3+3+4 system. This is in line with child developmental psychology.

- **Early Years (5 years):** Learning through activity and play
- **Preparatory Stage (3 years):** Literacy, numeracy and concepts
- **Middle Stage (3 years):** Subject-based and critical thinking
- **Secondary Stage (4 years):** Choice-based and interdisciplinary subjects

This is crucial to Viksit Bharat 2047, as it is trying to enhance early learning.

### 8.2 Foundational Literacy and Numeracy

The NEP 2020 acknowledges the importance of basic literacy and numeracy. The NIPUN Bharat Mission will ensure that all children can do these by Class 3.

This is important given the low levels of reading math in India. This needs to be tackled in order to reach higher skill development and innovation goals.

### 8.3 Teacher Training and Development

Education is people driven. But India is currently facing problems of teacher shortage, teacher quality and training. NEP 2020 proposes:

- Minimum of 4-year integrated B. Ed.
- Professional development for teachers
- Increased freedom under responsibility
- Improved teacher quality and attraction

we know that there will no change happen in education without the empowerment of teachers.

## 9. Reforms in Higher Education and Knowledge economy

### 9.1 Increase in Gross Enrolment Ratio

NEP 2020 will raise the Gross Enrolment Ratio (GER) of higher education to 50% by 2035. This is a dramatic increase from past years and is required for a knowledge economy.

But growth needs to be accompanied with quality, employability and research. Merely increasing student numbers will not guarantee that our country will grow.

### 9.2 Multidisciplinary Education

The policy aims at transforming India's higher education institutions into multidisciplinary, large-sized universities and colleges. Major proposals include:

- Closing down single-discipline colleges
- Multipoint degrees
- Credit transfer systems
- Multidisciplinary approach

The reforms seek to improve students' creativity, innovation and higher order thinking skills.

### 9.3 Research and Innovation

India's investment in research and development (R&D) is lagging behind developed nations. NEP 2020 aims to address this by establishing the National Research Foundation (NRF) to promote high-quality research capacity building across domains.

This is important for India to excel in artificial intelligence, renewable energy, biotechnology, healthcare and space.

## 10. Jobs and Vocational skills

### 10.1 Skills Integration with Education

The Indian education system is perceived to be unlinked to work. NEP 2020 aims to integrate vocational education into the school and higher education system.

The goal is to get 50% learners through vocational education. This is in line with Skill India and Make in India.

### 10.2 Employability Challenges

Among all the students, employability is not guaranteed. This can result in dissatisfaction, joblessness and rioting.

So, an improvement in employability is vital to achieve the economy and social goals of Viksit Bharat in 2047.

## **11. Technology Interventions**

### **11.1 Major Digital Platforms**

NEP 2020 is enthusiastic about tech in education. Key platforms include:

- DIKSHA for resource development and training
- SWAYAM for online courses
- PM e-VIDYA for multi-mode learning delivery

These are especially useful in the pandemic.

### **11.2 Using Artificial Intelligence**

The policy also refers to the use of artificial intelligence, personalized learning and data-based assessment. These technologies offer individualized learning and efficiency.

In 2047, India must be able to compete with the world and for this, students need to be tech fit. This chapter shows that NEP 2020 is not an education policy. It is a national roadmap for change. It puts priority on foundational learning, higher education across disciplines, research, employability and digital innovation, which are needed to achieve Vision 2047.

But implementing these reforms with effective financial planning, governance and coordination is critical.

## **12. Interim Synthesis of Part II**

It shows the NEP 2020 is not just an education reform policy, it is a masterplan for national transformation. The focus on foundational literacy, multidisciplinary higher education, research, integration of skill-sets, and digital transformation is in line with the goals of Viksit Bharat 2047. Yet, the very scale and ambition of the reforms also increases the risk of negative implementation consequences, especially concerning financing, governance and human capacity building.

The implications of these will be discussed in Part III, which will explore implementation challenges, financing dynamics, global best practices and policy implications.

## **13. Financing Education for Viksit Bharat 2047: Trends, Gaps, and Implications**

### **13.1 India's Public Expenditure on Education**

Adequate and sustained financing is essential for efficient education systems. NEP 2020 reiterated the long-standing target of India to expend 6% of GDP on education, but our expenditure remains below this target.

India's recent public (Central and States) expenditure is estimated to be around 4% of GDP. This is much lower than many developed countries. This affects the recruitment of teachers, infrastructure provision in schools, digital infrastructure, research funds and quality improvement.

To achieve the goal of Viksit Bharat 2047, let's invest more in education.

### **13.2 Centre State Finance Coordination**

Education is a subject on the concurrent list and both central and state governments are concerned. Yet the major spending on public education is by the states. States that are richer can reform - others don't.

This leads to variations in progress. This can be overcome by co-ordinating the states by:

- Increased central support
- Performance-based grants
- Capacity building for weaker states
- Better planning and monitoring

Failure to address financial inequalities may hinder progress.

## **14. Issues in Reforming Education**

### **14.1 Regulatory and Governance Issues**

India has a large and diverse system of education with many regulatory agencies, boards, colleges and differences between states. NEP 2020's proposed reforms (like the new Higher Education Commission of India) is complex.

Excessive centralisation may cause opposition, whereas excessive decentralisation may be less accountable. So we require self-governance, regulation and federalism.

### **14.2 Quality and Learning Outcomes**

While we have increased access, we have quality problems. Many students are literate and numerate, and have poor critical thinking abilities.

Therefore, the next reforms should be-

- Better classroom teaching methods
- Continuous teacher mentoring
- Competency-based assessment
- Learning recovery from COVID-19

Quality learning is essential for human capital development.

### **14.3 Inequality and Infrastructure**

The explosion of e-learning platforms has underscored the digital divide in device and internet access and digital skills. The National Sample Survey (NSS) shows only 24% of households in India have access to the internet, with a rural vs urban divide and gender inequality (GOI, 2022).

Closing this gap is crucial to ensure that technology-based reforms contribute to inclusive growth of Viksit Bharat 2047.

Technology is opening learning new possibilities but there is a digital divide. Rural, poor households don't afford devices or internet, are not digitally literate

## **15. International Experiences: for India**

### **15.1 Finland: Equity with Quality**

Finnish education is of high quality with low inequality. The policy focus is on freedom, public funding and stress reduction. Public education is equitable and of high quality.

## 15.2 South Korea: Industry and Education

South Korea achieved massive economic growth by investing in education, particularly science, technology and research. Education was linked to industry. Reforms must be linked with jobs, industry, innovation and growth.

## 15.3 China: Big but not Built

In China rapid growth of higher education was linked with research and improvement. In this process it has improved its higher education and research globally. Growth must go hand-in-hand with quality and research.

## 16. Lessons for India to Achieve The Aim of Viksit Bharat 2047

### 16.1 Increase Educational Investment

- Increase expenditure to 6% GDP over time
- Priorities primary education, teacher education and research
- Build up infrastructure in rural and backward states

### 16.2 Promote Cooperative Federalism

- Enhance Centre-State coordination
- Offer states reform grants
- Allow states to experiment

### 16.3 Improve Learning Outcomes

- Focus on basic literacy and numeracy
- Introduce competency-based assessments
- Provide teacher support

### 16.4 Close the Digital Gap

- Increase rural broadband
- Equip students with tablets and computers
- Develop teacher and student skills

### 16.5 Globalize Higher Education

- Encourage international collaboration
- Improve university autonomy
- Create research and innovation centers

## 17. Conclusion

Education reforms are not an add-on to India's policy but Viksit Bharat 2047. This paper demonstrates that NEP 2020 provides us with a holistic and futuristic vision which can lead to the acceleration of economic growth, social justice, innovation and competitiveness.

But policies do not develop a nation. They have to be funded, implemented, have correct policy, partnerships and quality.

If India can priorities education reforms, ensure equity and have a long-term approach, it will invest in its human capital, and will be a developed country by 2047.

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