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THE ROLE OF ENGLISH LANGUAGE IN ACHIEVINGVIKSITBHARAT@2047: ITS CHALLENGES

Dr. S. Ashok M.A., B.Ed., Ph.D.
Lecturer in English, Govt. Degree College,
Morthad.Dist. Nizamabad
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ABSTRACT
The vision of *Viksit Bharat @ 2047* represents India's aspiration to become a developed nation by the centenary of its independence. The realization of this vision requires progress in education, science and technology, economic growth, social equality, innovation, and international cooperation. In this context, English plays a significant role as a language of global communication, higher education, scientific research, professional development, and digital advancement. As a widely used international language, English provides Indian citizens with opportunities to access global knowledge, participate in international academic networks, develop employability skills, and communicate India's achievements to the world. At the same time, the promotion of English must not undermine the importance of Indian languages, cultural identity, and linguistic diversity. The National Education Policy (NEP) 2020 emphasizes multilingualism, the promotion of Indian languages, and flexible language-learning approaches. This paper examines the multifaceted role of English in realizing the objectives of Viksit Bharat @ 2047, particularly in education, employment, technological innovation, research, entrepreneurship, diplomacy, and inclusive development. It also discusses the challenges associated with unequal access to English education and suggests measures for making English learning accessible, practical, and socially inclusive. The paper argues that English should be viewed not as a replacement for Indian languages but as an additional resource that empowers citizens to participate effectively in national development and global engagement.

1. INTRODUCTION

Language is one of the most powerful instruments of human communication, intellectual development, and social transformation. It enables individuals to express ideas, exchange knowledge, participate in public life, and contribute to the progress of society. In the contemporary world, language proficiency is closely associated with educational opportunities, professional mobility, scientific advancement, and international cooperation.

India, a country distinguished by its linguistic and cultural diversity, is working towards the vision of *Viksit Bharat @ 2047*. This vision seeks to establish India as a developed nation by 2047, when the country will celebrate one hundred years of independence. Achieving this aspiration requires not only economic prosperity but also quality education, technological advancement, social justice, effective governance, and empowered citizens.

English occupies an important position in this developmental journey. It serves as a medium of communication in numerous international academic, scientific, technological, and professional contexts. For Indian students, researchers, entrepreneurs, teachers, and professionals, proficiency in English can facilitate access to global resources, improve communication skills, and create opportunities for collaboration across national boundaries.

However, the importance of English must be understood within India's multilingual context. Indian languages preserve indigenous knowledge, literature, cultural values, and community identities. Therefore, the objective should not be to establish English as superior to other languages but to develop multilingual citizens who can communicate effectively in English while remaining connected to their mother tongues and regional languages.

This paper explores how English language education can contribute to the realization of Viksit Bharat @ 2047 and examines the need for an inclusive, balanced, and multilingual approach to language learning.

2. OBJECTIVES OF THE STUDY

The major objectives of this paper are:

1. To examine the significance of English in achieving the vision of Viksit Bharat @ 2047.
2. To analyse the role of English in education, research, science, and technological development.

3. To explore the relationship between English proficiency, employability, entrepreneurship, and economic growth.
4. To investigate the contribution of English to digital literacy and international communication.
5. To identify the challenges faced by learners in acquiring English language skills.
6. To suggest practical measures for improving English language teaching and learning in India.
7. To emphasize the importance of balancing English education with the promotion of Indian languages and multilingualism.

3. RESEARCH QUESTIONS

This paper addresses the following research questions:

1. How can English language proficiency contribute to India's development goals for 2047?
2. What role does English play in higher education, employment, research, and technological innovation?
3. What barriers prevent learners from acquiring effective English communication skills?
4. How can English be promoted without marginalizing Indian languages and cultural identities?

4. RESEARCH METHODOLOGY

The present study adopts a qualitative and descriptive approach based on secondary sources. It draws upon the National Education Policy 2020, government publications, relevant books on language education, and established discussions concerning English as a global language.

The study analyses the relationship between English language proficiency and national development through thematic discussion. It focuses on education, employability, technological advancement, social inclusion, and multilingualism.

Since the paper is based primarily on secondary sources, it does not claim to present original survey findings or statistical measurements. Its purpose is to provide a conceptual understanding of the role of English in India's developmental aspirations.

5. UNDERSTANDING THE VISION OF VIKSIT BHARAT @ 2047

The expression *Viksit Bharat* means a developed India. The year 2047 marks the centenary of India's independence and provides a long-term horizon for national transformation.

The vision encompasses several interconnected dimensions:

- **Economic development:** Increasing productivity, encouraging entrepreneurship, and creating sustainable employment.

- **Educational development:** Ensuring access to quality education and developing critical thinking, creativity, and practical skills.
- **Scientific and technological advancement:** Strengthening research, innovation, and digital capabilities.
- **Social inclusion:** Expanding opportunities for women, rural communities, economically disadvantaged groups, and marginalized populations.
- **Cultural development:** Preserving India's heritage, languages, traditions, and intellectual resources.
- **Global engagement:** Strengthening India's participation in international research, trade, diplomacy, and cultural exchange.

The Ministry of Education has highlighted the relationship between educational transformation and the goal of developing India into an equitable, vibrant knowledge society (Ministry of Education, 2025).
In this context, English can function as an enabling resource. It can help students access international knowledge, assist researchers in sharing their findings, support entrepreneurs in reaching wider markets, and allow professionals to participate in global networks. Nevertheless, English alone cannot produce national development. Its contribution depends on the quality of education, economic opportunities, technological infrastructure, institutional support, and social equality.

6. ENGLISH AS A GLOBAL LANGUAGE OF COMMUNICATION

English has an influential position in international communication. It is widely used in higher education, scientific publishing, international business, diplomacy, tourism, and digital communication.

For a country aspiring to strengthen its global presence, effective communication is essential. English enables Indian professionals to interact with international colleagues, negotiate business agreements, participate in conferences, and present their ideas to global audiences.

In academic settings, English proficiency helps students understand international publications, attend lectures and seminars, prepare research papers, and communicate with scholars from different countries. It also supports cultural exchange by allowing individuals to engage with literature, films, media, and ideas from diverse societies.

Thus, English language education can contribute to Viksit Bharat by equipping citizens with the communication skills required for effective national and international participation.

7. THE ROLE OF ENGLISH IN EDUCATION AND KNOWLEDGE ACQUISITION

Education is a fundamental pillar of national development. A developed nation requires citizens who can think critically, solve problems, conduct research, and adapt to changing social and technological conditions.

English can contribute to these objectives in several ways.

7.1 Access to Global Educational Resources

A substantial body of educational material in fields such as medicine, engineering, computer science, economics, management, and environmental studies is available in English. Proficiency in the language can help learners access textbooks, academic journals, online courses, research databases, and international educational platforms.

This access can broaden students' understanding and expose them to new theories, methods, and developments.

7.2 Higher Education and Research

English proficiency can help students prepare research proposals, write dissertations, present conference papers, and publish scholarly articles. It also supports collaboration with international universities and research institutions.

For Indian scholars, the ability to communicate research findings in English can increase the visibility of their work and facilitate the exchange of ideas across disciplines.

However, research quality must remain the primary consideration. Language proficiency should support intellectual achievement rather than become an unnecessary barrier to academic participation.

7.3 English Language and Critical Thinking

Language learning can encourage interpretation, analysis, discussion, and argumentation when teaching methods emphasize meaningful communication. English classrooms can provide opportunities for debates, presentations, group discussions, creative writing, and critical reading.

These activities help learners develop confidence and organize their thoughts logically.

7.4 English and the National Education Policy 2020

The National Education Policy 2020 emphasizes multilingualism and the promotion of Indian languages. It also recognizes the value of

bilingual teaching-learning materials, particularly in subjects such as science and mathematics.

The policy's broader approach supports the view that students should have access to quality education without being separated from their linguistic and cultural backgrounds (Ministry of Education, 2020).

Therefore, English education should be strengthened through a multilingual approach that allows learners to build new knowledge using their familiar languages while developing competence in English.

8. ENGLISH AND EMPLOYABILITY IN THE TWENTY-FIRST CENTURY

Employment and skill development are important components of India's journey towards becoming a developed nation. Employers in many sectors value communication skills alongside technical knowledge and professional competence.

English can improve employability by helping individuals participate in interviews, write professional emails, prepare résumés, communicate with customers, and collaborate with colleagues

8.1 Corporate and Professional Communication

English is commonly used in many corporate workplaces, multinational companies, financial institutions, and professional service organizations. Employees with effective communication skills may find it easier to explain ideas, prepare reports, participate in meetings, and interact with clients.

8.2 Information Technology and Digital Services

India's information technology, software development, business-process services, and technology consulting sectors frequently involve communication with international clients. English proficiency can help professionals understand technical documentation, collaborate with distributed teams, and present solutions effectively.

8.3 Competitive Examinations and Career Advancement

English reading comprehension, writing, and communication skills are relevant to many educational programmes, competitive examinations, and professional selection processes. Developing these skills can broaden learners' career options, although requirements vary by examination, occupation, and institution.

8.4 Vocational Education and Workplace Readiness

English can also support careers in hospitality, tourism, aviation, healthcare, retail, logistics, and other service industries. In these fields, the ability to understand instructions and communicate politely with customers or colleagues may be especially useful.

It is important, however, to distinguish communication ability from overall competence. English proficiency cannot substitute for technical knowledge, practical training, professional ethics, or experience. Effective employability programmes must develop these capabilities together.

9. ENGLISH, SCIENCE, TECHNOLOGY, AND INNOVATION

Technological advancement is essential to a knowledge-based economy. Scientific discoveries, digital platforms, artificial intelligence, biotechnology, engineering, and advanced manufacturing require access to current information and effective knowledge exchange.

English plays an important role in this process.

9.1 Access to Scientific Knowledge

Many scientific journals, technical manuals, research papers, and international conference proceedings are published in English. Researchers who can read and write English may find it easier to follow new developments, evaluate existing studies, and communicate their findings.

9.2 Artificial Intelligence and Digital Technologies

English is widely represented in digital content, software documentation, programming resources, and technical discussions. English proficiency can therefore help learners navigate many online learning environments and technology-related resources.

Nevertheless, digital technologies must increasingly support Indian languages as well. Multilingual interfaces, speech recognition, translation tools, and language technologies can make digital knowledge more accessible to citizens who are not fluent in English.

9.3 Innovation and Entrepreneurship

Entrepreneurs often need to communicate with investors, prepare business proposals, explain products, and develop international partnerships. English can help Indian start-ups reach wider audiences and participate in global innovation networks.

For example, an entrepreneur developing an educational application may use English to access technical documentation and communicate with international collaborators while providing the application's services in Indian languages.

Such an approach combines global knowledge with local relevance.

10. ENGLISH AND ENTREPRENEURSHIP IN A DEVELOPING INDIA

Entrepreneurship creates employment, encourages innovation, and contributes to economic growth. In a country with diverse regional

markets and growing digital opportunities, communication skills can help entrepreneurs expand their activities.

English can support entrepreneurship in the following areas:

1. **Business planning:** Preparing business proposals, presentations, and reports.
2. **Market expansion:** Communicating with customers and business partners across regions and countries.
3. **Digital marketing:** Creating multilingual websites, product descriptions, and promotional content.
4. **Investment opportunities:** Presenting business ideas to investors and international funding organizations.
5. **Professional networking:** Participating in industry events, online communities, and business conferences.

However, successful entrepreneurship also depends on access to finance, market knowledge, infrastructure, mentoring, and business skills. English should be treated as one of several useful resources for entrepreneurs, not as a guarantee of commercial success.

11. ENGLISH, DIGITAL LITERACY, AND THE KNOWLEDGE SOCIETY

Digital literacy involves the ability to find, understand, evaluate, create, and communicate information through digital technologies. It is increasingly important for education, employment, public services, and informed citizenship.

English proficiency can help learners use online courses, digital libraries, software tutorials, research repositories, and professional networking platforms.

It can also assist citizens in understanding technical information and participating in digital communities. For students in remote areas, digital resources may provide access to educational opportunities that are otherwise limited by geography.

Yet English-based digital content can also create barriers. Learners who have limited English proficiency may struggle to benefit from online services even when they have internet access.

To address this challenge, educational institutions and technology developers should promote:

- High-quality digital learning materials in English and Indian languages.
- Translation and subtitling of educational videos.
- Bilingual digital libraries and learning platforms.
- Accessible language-learning applications.
- Responsible use of artificial intelligence for language practice.

- Digital literacy programmes for rural and underserved communities.

The objective should be to create a digital environment in which English expands opportunities without excluding citizens who primarily use other languages.

13. ENGLISH LANGUAGE AND SOCIAL EMPOWERMENT

One of the important goals of a developed nation is to ensure that opportunities are not restricted by social or economic background. Language education can contribute to this goal when it is accessible, affordable, and responsive to learners' needs.

13.1 Empowerment of Rural Students

Students in rural and government schools may have fewer opportunities to practise spoken English outside the classroom. Effective language education can help them develop confidence and access educational and professional opportunities.

13.2 Women's Education and Employment

English communication skills can support women who wish to pursue higher education, enter professional workplaces, participate in entrepreneurship, or access online learning opportunities. These benefits depend on wider access to education, safety, economic resources, and equal opportunities.

13.3 Inclusion of Economically Disadvantaged Learners

When quality English education is available only through expensive institutions or private coaching, it can reinforce existing inequalities. Public education systems therefore have an important responsibility to provide effective language instruction to all learners.

13.4 Confidence and Participation

A supportive English classroom can help learners express their views, ask questions, participate in discussions, and present their ideas. Such experiences may improve their willingness to participate in academic and professional environments.

English should consequently be treated as a skill that can be learned with appropriate support rather than as a marker of social status.

15. ENGLISH LANGUAGE AND THE NATIONAL EDUCATION POLICY 2020

The National Education Policy 2020 provides an important framework for discussing language education in India. It recognizes the educational value of multilingualism and emphasizes the promotion of Indian languages alongside access to quality education.

The policy recommends that, wherever possible, the medium of instruction in the early years of schooling should be the home

language, mother tongue, local language, or regional language. It also emphasizes flexible language choices and bilingual educational materials (Ministry of Education, 2020).

These principles have important implications for English language teaching.

First, learners should receive opportunities to acquire English through systematic and engaging instruction. Second, their existing linguistic knowledge should be treated as a resource rather than an obstacle. Third, English teaching should be connected to real communication, practical tasks, and meaningful learning experiences.

The policy's multilingual orientation suggests that language development need not involve competition between English and Indian languages. A student can develop proficiency in English while also acquiring deep knowledge of their mother tongue and other Indian languages.

Such an approach is particularly relevant to Viksit Bharat @ 2047 because national development requires both global competence and cultural rootedness.

16. MAJOR CHALLENGES IN ENGLISH LANGUAGE EDUCATION IN INDIA

Despite its importance, effective English language learning continues to face several challenges.

16.1 Unequal Access to Quality Education

Students from different socioeconomic backgrounds may have unequal access to qualified teachers, well-equipped classrooms, digital resources, and opportunities for language practice.

16.2 Shortage of Language Practice

In many classrooms, English teaching may focus heavily on grammar exercises, textbook questions, and examinations, leaving limited time for conversation and practical communication.

16.3 Fear of Making Mistakes

Learners may hesitate to speak English because they fear criticism, incorrect pronunciation, grammatical mistakes, or embarrassment in front of others.

16.4 Differences in Learning Environments

Students who regularly encounter English through books, digital media, or family and professional networks may have advantages over those whose exposure is limited to classroom instruction.

16.5 Overemphasis on Fluency and Accent

Some learners and institutions wrongly equate English proficiency with a particular foreign accent. Effective communication, clarity, comprehension, and appropriate language use are more important than imitating a particular accent.

16.6 Linguistic and Cultural Marginalization

An excessive emphasis on English may create the impression that Indian languages are less suitable for education, research, or professional development. This can weaken linguistic confidence and undervalue regional literature and indigenous knowledge.

16.7 Limited Availability of Contextualized Learning Materials

Learners benefit from materials that connect language learning with their local realities, educational needs, and future careers. Generic textbooks may not always provide sufficient opportunities for practical communication.

These challenges indicate that the objective should not simply be to increase the number of students studying English. The focus must be on improving the quality, accessibility, and relevance of English education.

17. SUGGESTIONS FOR STRENGTHENING ENGLISH EDUCATION TOWARDS VIKSIT BHARAT @ 2047

The following measures may help make English language education more effective, inclusive, and development-oriented.

17.1 Adopt Communicative Language Teaching

Teachers should give greater importance to meaningful communication through discussions, role-play, interviews, presentations, storytelling, and collaborative activities.

17.2 Integrate English with Employability Skills

English courses should include résumé writing, email etiquette, report writing, presentation skills, interview preparation, and workplace communication.

17.3 Encourage Reading Habits

Schools and colleges should develop reading clubs, classroom libraries, newspapers, magazines, short stories, biographies, and accessible digital reading resources.

17.4 Promote English Language Laboratories

Language laboratories and digital learning facilities can provide opportunities for listening practice, pronunciation exercises, interactive learning, and independent study.

17.5 Provide Teacher Training

Teachers should receive regular professional development in communicative pedagogy, assessment, educational technology, multilingual teaching, and learner-centred instruction.

17.6 Use Technology Responsibly

Artificial intelligence tools, online dictionaries, language-learning applications, subtitles, and speech-recognition systems can supplement classroom teaching. However, technology should support teachers and learners rather than replace meaningful human interaction.

17.7 Develop Bilingual Learning Resources

Educational institutions should prepare materials that help learners understand difficult concepts through English and their familiar Indian languages. This can reduce unnecessary barriers to comprehension.

17.8 Establish English Communication Clubs

Colleges should organize regular English clubs involving debates, speeches, group discussions, poetry readings, creative writing, and student-led seminars.

17.9 Improve Access for Rural and Disadvantaged Learners

Public institutions should provide additional language support, mentoring, open educational resources, and structured opportunities for conversation to learners who have limited exposure to English.

17.10 Encourage Translation and Indian Literature

English departments should encourage students to translate regional literary works, document oral traditions, and study Indian writing in English. This can promote cultural understanding and broaden the international visibility of Indian knowledge.

17.11 Assess Practical Language Skills

Assessment should include listening comprehension, oral presentations, writing tasks, reading comprehension, and interaction rather than relying exclusively on memorization and written examinations.

17.12 Build a Multilingual Educational Environment

English should be taught as an additional capability within an educational system that values linguistic diversity. Students should be encouraged to use their existing language knowledge to develop new skills and communicate across communities.

18. MAJOR FINDINGS AND DISCUSSION

The analysis leads to the following major observations.

First, English is an enabling instrument of development.
It can improve access to global knowledge, facilitate professional communication, and support participation in international academic and economic networks.

Second, English proficiency can strengthen employability.
Practical communication skills are valuable in many sectors, particularly where employees need to work with international clients, technical documentation, or diverse professional teams. However, employability also requires subject knowledge, practical skills, and professional competence.

Third, English can contribute to research and innovation.
It can help Indian researchers access international publications, communicate discoveries, and participate in collaborative projects.

Fourth, English education must be socially inclusive.
If high-quality English learning remains available mainly to privileged groups, it may reinforce rather than reduce inequality. Public institutions must therefore ensure equitable access to effective instruction.

Fifth, multilingualism is an asset.
India's linguistic diversity should be treated as a cultural and intellectual resource. English can complement Indian languages and facilitate communication across different linguistic communities.

Sixth, the quality of teaching matters more than rote learning.
Students need opportunities to use English in authentic contexts. Communication-based teaching, reading, writing, discussion, and presentation activities are essential.

Seventh, English alone cannot achieve Viksit Bharat.
National development depends on a wider combination of education, scientific research, infrastructure, social justice, governance, entrepreneurship, and economic opportunity. English can contribute to these processes, but it cannot replace them.

Taken together, these findings suggest that the contribution of English language education to Viksit Bharat @ 2047 will depend on its integration with broader educational and developmental priorities.

20. CONCLUSION

The vision of Viksit Bharat @ 2047 requires an educated, skilled, innovative, inclusive, and globally connected population. In this national endeavour, English language proficiency can play a significant role by expanding access to knowledge, strengthening communication, supporting employability, and facilitating scientific and technological collaboration.

For students and professionals, English can open doors to higher education, research, entrepreneurship, international cooperation, and professional growth. For educational institutions, effective English language teaching can become an important means of developing communication skills, critical thinking, and academic confidence. For the nation, English can help communicate India's intellectual achievements, cultural contributions, and developmental priorities to the wider world.

Nevertheless, the promotion of English must not lead to the neglect of India's linguistic heritage. Indian languages remain essential to cultural identity, community participation, local knowledge, and inclusive education. A developed India must value both global engagement and its own linguistic diversity.

The way forward is therefore not an English-only approach but an inclusive multilingual model in which English serves as an additional resource for empowerment. Schools, colleges, universities, teachers, policymakers, and communities must work together to make language education practical, equitable, and accessible.

Ultimately, the role of English in achieving Viksit Bharat @ 2047 should be understood in terms of the opportunities it creates for people to learn, communicate, innovate, and participate in national development. When English education is combined with strong foundational learning, technical competence, ethical values, and respect for Indian languages, it can become a meaningful contributor to India's aspiration to emerge as a developed and knowledge-driven nation by 2047.

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