

## **Juvenile Education and Nation-Building through Advancing Inclusion and Skill Development for *Viksit Bharat***

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### **Abstract**

**Objectives:** The primary objective of this research is to determine how education can improve the lives of Indian juveniles who are at risk. The purpose of the paper is to investigate how education that fosters inclusivity and imparts skills can enhance the social, emotional, and cognitive abilities of juveniles. It also examines how educational reforms and policies, such as the Right to Education (RTE) Act and National Education Policy (NEP) 2020, can promote social inclusion and reduce the gap. **Methods:** Utilising policy and previous research, this study examines current educational systems in detail, identifies the primary issues that juveniles face, and assesses new teaching strategies that assist them in getting back on their feet. It also integrates creative ideas from India and other nations and makes the case that collaboration between various entities, including the government, schools, non-governmental organisations (NGOs), and businesses, is crucial. **Results:** Research suggests that blending inclusive education with job training, emotional help, and web access can greatly lower youth crime and boost vocational skills and community involvement. Adaptable learning styles, online tools, and job programs that match Skill India standards seem to work well. Also, local learning hubs, charity mentoring, and business social responsibility projects improve the support system for young people's education and recovery. **Conclusions:** To achieve the *Viksit Bharat* vision, India needs an education system that is both inclusive and complete. This system must meet the educational, emotional, and career-related needs of juveniles from disadvantaged groups. Changes are needed in what is taught, how teachers are trained, digital resources, and cooperation across different sectors. By giving everyone fair access to good education, guidance, and job prospects, India can make sure every young person has the chance to contribute to the country's growth.

**Keywords:** Juvenile education, social inclusion, *Viksit Bharat*, skill development, inclusive policies.

### **Introduction**

The *Viksit Bharat* plan envisions a Developed India by 2047 and serves as a detailed plan to turn India into a modern, independent, and fair country. The vision aims to ensure that all

citizens, regardless of socioeconomic background, have access to education, employment, and well-being. Inclusivity lies at its core, empowering marginalized groups through learning, social support, and skill development. This aligns with the UN's 2030 Agenda, which envisions a society where no one is left behind.

Juvenile education plays a key role in this vision. It promotes social inclusion, strengthens national foundations, and fosters equality. By providing knowledge, practical skills, and values, it supports financial independence while nurturing civic awareness and responsible participation in society (Jameel, 2025). Reversing social disadvantage and establishing a more egalitarian society depend heavily on this educational foundation (Hafzal et al., 2024). Building responsible citizenship, juvenile correctional education, addressing educational inequality, and improving social and economic participation are some of the ways that juvenile education is important for attaining social inclusion and national advancement (Upadhyay & Nigam, 2024). Even though juvenile education promotes national growth and social integration, India still faces more challenges before achieving *Viksit Bharat* by 2047. Structural problems, climate change, and unequal wealth distribution create difficulties that must be addressed for lasting growth (N. Kumar & Maiti, 2024). Additionally, using traditional knowledge to inform modern development approaches could create areas for continued growth and prosperity (Sharma, 2024). India can become a global role model for inclusive and sustainable growth by facilitating private sector, public sector and social non-profit sector convergence to rise everybody in to a better future (Dan, 2024).

The central objective of this article is to see how education can act as a 'catalyst' of change in transforming the youth into the 'citizens' of the kind that can wholeheartedly espouse a fair and progressive *Viksit Bharat*. In demonstrating how access to good educational opportunities may serve as a future way to reduce social disparities, prevent crime and grant adolescents the mandatory skills for a successful future, the present article will show the importance that top-quality education has in the fostering of social, emotional and cognitive development. The article focuses on the need for the education framework to include nurturing of the innate abilities in the child, in addition to being at par with society in a smooth manner through case studies, policy analysis and innovative approach.

### **Understanding Social Inclusion and Its Relevance to Juveniles**

Social inclusion ensures that all individuals, regardless of socioeconomic background, can access education, employment, and social services. In India, disparities related to caste (Das & Lalitha, 2024), gender (Al-Ahmadi et al., 2024), economic status (Küçüksüleymanoğlu, 2025),

and geography often marginalize specific groups, including disadvantaged juveniles. At-risk youth frequently lack opportunities to rebuild their lives and contribute meaningfully to society. Education and social inclusion remain especially challenging for marginalized youth, school dropouts, and those with encounters with the law (Renner et al., 2024). Poverty and unemployment force many children into work instead of school, while failing schools, outdated teaching methods, and low motivation further perpetuate exclusion. Many adolescents in the juvenile system have also faced poverty, violence, or substance abuse, compounding their challenges.

It's tough to reintegrate with society and increases the likelihood that they will commit crimes again if they don't get the right rehabilitation, skill-building and emotional support. Limited internet access, combined with gender and mental health challenges, restricts educational and career opportunities for disadvantaged youth (Singh et al., 2023). Addressing these barriers requires strong education, practical skills training, inclusive policies, and effective rehabilitation programs. In an inclusive *Viksit Bharat*, every young person would have mentors, learning opportunities, and a chance to contribute to national development.

Education bridges social divides by offering marginalized youth, school dropouts, and juveniles in conflict with the law a pathway out of poverty and isolation. It promotes social mobility while building cognitive, emotional, and social skills alongside academic knowledge, enhancing critical thinking, problem-solving, and employability. Skills-based and vocational training reduces economic dependence and helps prevent youth crime.

Education also fosters a more cohesive society by challenging stereotypes and promoting tolerance, respect, and inclusivity (Küçüksüleymanoğlu, 2025). Scholarships, e-learning platforms, and preparatory programs further expand access, ensuring financial or geographic barriers do not limit learning. For juveniles, education can transform lives, support rehabilitation, and ease reintegration (Alves et al., 2024). Investing in equitable education not only reduces inequality and delinquency but also strengthens the foundation for an empowered, inclusive *Viksit Bharat*.

### **Role of Education in Juvenile Empowerment**

Social skills, emotional intelligence (EI), and critical thinking are all developed through high-quality education and aid in personal growth and assimilation into *Viksit Bharat* society. Cognitive competence strengthens problem-solving, creativity, and adaptability, helping marginalized youth overcome disadvantages through experiential learning, digital literacy, and inquiry-based teaching (Hafzal et al., 2024). Emotional competence, developed through self-

awareness, regulation, and social-emotional learning (SEL), equips juveniles with resilience and coping mechanisms, aiding rehabilitation (Taha et al., 2025). Developing social competence through leadership, teamwork, and communication equips young people to navigate society more effectively. These skills enhance social mobility, cultural awareness, and can reduce delinquency and social isolation (Assefa, 2024). Education that emphasizes such competencies empowers juveniles to engage actively in national development and contribute meaningfully to their communities (Hafzal et al., 2024; Mehta et al., 2024).

Combining practical skills with moral reasoning through skill- and value-based education can curb delinquent behaviour. Vocational training in areas like digital literacy, carpentry, hospitality, and entrepreneurship improves employability while offering alternatives to economically driven crime (Kalita, 2024). At the same time, value-based education nurtures integrity, empathy, and discipline, strengthening ethical judgment, resilience, and social responsibility (Kaur & Kaur, 2024). Peer mentorship and community service initiatives reinforce these principles, encouraging self-control and accountability. By integrating skills and values, education provides juveniles with tools for successful reintegration.

Inclusive policies in both formal and non-formal education further expand opportunities, ensuring marginalized youth and juveniles in conflict with the law can access learning and development pathways. Formal legislation, including the RTE Act and NEP 2020, promotes free, flexible, and skill-based learning (Kalita, 2024). Scholarships, financial aid, and mental health support play a crucial role in preventing school dropouts and keeping students engaged (Guimarães et al., 2024; Panda, 2024). These resources help young people continue learning despite financial or emotional challenges.

Non-formal education models, such as open schooling, vocational training, and bridge courses, offer vital pathways for school dropouts and working children to re-join the education system (Gupta et al., 2024; Sardar et al., 2024). Government and NGO programs complement these efforts by providing skill development and rehabilitation initiatives, reducing the risk of re-offending among juveniles (Guimarães et al., 2024; Vaidya, 2024). Flexible options, including community-based projects, evening schools, and mobile learning units, ensure education reaches those with disrupted learning trajectories (Guimarães et al., 2024; Panda, 2024). By expanding and strengthening these programs, disadvantaged youth gain the skills and support they need, lifelong learning is encouraged, and India moves closer to realizing an inclusive, socially cohesive *Viksit Bharat*.

### **Challenges in Juvenile Education in India**

The Indian government has implemented policies and initiatives to improve education, skill development, and social inclusion for marginalised young, promoting *Viksit Bharat*. The RTE Act of 2009 provides free schooling to learners aged 6-14 and mandates 25% reservations for economically disadvantaged students in private schools (Aneesh et al., 2024; Guimarães et al., 2024), while rural regions struggle with poor resources (Kumar et al., 2024) and teacher shortages (Bagla, 2025), widening disparities. Caste, gender, and social discrimination continue to limit educational opportunities, particularly for girls, who are often forced to leave school due to early marriage, safety concerns, or deeply entrenched societal norms (Agarwal, 2024; Vishvajeet & Sharma, 2023; Zheng, 2024).

Street-connected children, those displaced from their homes, and juveniles in conflict with the law face some of the greatest hurdles. Stigma and adverse life experiences often make social reintegration extremely difficult (Barker et al., 2024). The digital divide worsens these challenges, as limited internet access and low digital literacy prevent many students from fully benefiting from online learning (Chikwe et al., 2024). Tackling these issues requires more than policy alone. Inclusive laws, targeted financial support, and hands-on involvement from community organizations are essential. When coordinated effectively, these efforts can ensure equitable access to education and meaningful participation in India's social and economic development.

Juveniles in conflict with the law encounter additional barriers. Many lack adequate rehabilitation, face widespread stigma, and struggle to secure employment, all of which sharply increase the risk of re-offending and social exclusion (Atrey & Singh, 2024; Manohar et al., 2024). Rehabilitation centres often provide only basic education or vocational training, leaving critical issues such as trauma, substance abuse, and mental health unaddressed (Atrey & Singh, 2024). Economic hardships and negative societal perceptions further complicate reintegration (Karović, 2024).

Addressing these challenges requires a holistic approach. Strengthening career counselling, skill-focused training, mentorship, and psychological support is key to helping juveniles reintegrate successfully. Beyond institutional support, active community involvement, well-structured rehabilitation programs, and ongoing post-release assistance can help break the cycle of delinquency while fostering social inclusion and economic self-sufficiency (Manohar et al., 2024; Tuan et al., 2024).

Traditional education often emphasizes rote memorization, leaving life skills, employability, and vocational readiness underdeveloped. To create real pathways for inclusion, curricula should equip at-risk youth with critical competencies such as digital literacy, problem-solving, communication, and financial management. Equally important is fostering emotional intelligence, which builds resilience through self-awareness, empathy, and stress regulation – qualities essential for disadvantaged young people (Belfi & Borghans, 2025). Schools can support these capacities through socio-emotional learning programs and mindfulness practices, enhancing overall well-being (Guha, 2024).

Vocational education plays a complementary role. When linked with industry partnerships, professional certifications, and apprenticeships in areas like technology, healthcare, agriculture, and entrepreneurship, it improves employability and reduces the risk of re-offending (Vemula & Lalbiakfeli, 2024). Integrating academic instruction with life skills and vocational training helps India move toward an inclusive, skill-focused *Viksit Bharat*, empowering young people to contribute meaningfully to society.

### **Policy Initiatives and Government Efforts**

Aligned with the vision of *Viksit Bharat*, the Government of India has launched a range of policies and initiatives aimed at broadening access to education, enhancing skill development, and promoting social inclusion for disadvantaged youth. The Right to Education (RTE) Act, 2009 guarantees free schooling for children aged 6 to 14 and requires private schools to reserve 25% of their seats for students from economically weaker sections (Vishvajeet & Sharma, 2023). Building on this, the National Education Policy (NEP) 2020 promotes multilingual education, vocational training, and experiential learning approaches that foster holistic development (Ghosh, 2023).

Skill development initiatives, including the *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY) and the National Apprenticeship Promotion Scheme (NAPS) under the Skill India Mission, offer at-risk youth vocational training and pathways to employment (Siddaraju, 2024). Additional targeted programs include the National Child Labour Project (NCLP), which rehabilitates child labourers through formal education, *Beti Bachao Beti Padhao*, which promotes girls' education, and the Samagra Shiksha Abhiyan, which strengthens digital learning, teacher training, and school infrastructure (Hafzal et al., 2024). Expanding and reinforcing these initiatives not only improves access to quality education but also helps reduce educational disparities and addresses underlying factors contributing to juvenile delinquency.

India's juvenile justice laws focus on rehabilitation through education, ensuring reformatory measures over punishment. The Juvenile Justice Act, 2015, mandates formal education, vocational training, and psychological support in observation homes to aid reintegration (Pooja & Dixit, 2023). The RTE Act, 2009, guarantees free education for juvenile offenders (Borkakoty, 2024), while NEP 2020 provides alternative schooling to equip them with academic and vocational skills (Mittal & Garg, 2024). However, infrastructure gaps (Chavan, 2024), lack of trained teachers (Deepa. D et al., 2024), and stigma (Park, 2024) hinder effective implementation. Strengthening community-based rehabilitation, enhancing coordination among agencies, and providing strong educational support are vital for reducing recidivism and promoting social inclusion.

Despite progress, structural barriers still limit access to education for marginalized youth. Economic, geographic, and digital inequalities remain major challenges. Expanding scholarships, mid-day meal programs, and financial incentives can lower dropout rates, while improving school infrastructure, transportation, and alternative learning centres ensures underserved students can attend school (Bagla, 2025; Guimarães et al., 2024). Bridging the digital divide through affordable internet, device distribution, and ICT-based learning is essential for meaningful participation in online education (Chikwe et al., 2024). Targeted interventions for girls, children with disabilities, and juveniles in conflict with the law – such as counselling, life skills training, and mentorship programs – can further support holistic development (Das & Alaknanda, 2024).

Public-private partnerships (PPPs) and joint ventures hold significant potential for advancing inclusive education (Qudsi, 2025). Expanding the focus on skill-based learning – particularly vocational training, professional certifications, and experiential approaches such as learning by doing – can greatly enhance employability prospects (Baxter et al., 2022). Building on initiatives like Skill India and the NAPS, the integration of financial literacy and digital competencies within school curricula will equip young people with the tools required for the 21st-century workforce. Such measures not only prepare youth for future employment but also strengthen education's role as a driver of social transformation in the vision of *Viksit Bharat*.

### **Innovative Approaches and Best Practices**

Evidence from successful education models in India and abroad highlights the transformative impact of holistic, inclusive, and context-sensitive approaches in rehabilitating and reintegrating marginalized and at-risk youth into mainstream society. These models show that education, when paired with vocational training and emotional support, can provide a strong

foundation for personal growth. For juveniles from disadvantaged backgrounds or those involved with the juvenile justice system, inclusive and skills-based approaches can open pathways toward responsibility, productivity, and meaningful participation in society.

In India, several pioneering initiatives demonstrate the potential of such education models. For example, Bal Ashram, a rehabilitation centre for rescued child labourers, offers a comprehensive program that blends formal schooling with vocational training and psychological support. This integrated approach not only addresses immediate educational needs but also equips children with the skills, resilience, and confidence necessary for long-term reintegration. Similarly, the Telangana Open School Society (TOSS) provides a flexible alternative for school dropouts, working children, and juveniles in conflict with the law. By enabling learners to study at their own pace, TOSS accommodates diverse circumstances and learning styles, widening access to education for those who might otherwise be excluded.

Internationally, globally recognized models also offer valuable lessons. The Missouri Model in the United States, for instance, is celebrated for its therapeutic and rehabilitative approach. By combining formal education with individualized therapy and vocational training within small, community-based centres, this model has been highly effective in reducing recidivism among juveniles. Finland's JUMP Program includes career planning, mentoring, and custom education to help at-risk young people grow their confidence and find their path. Also, *Fundação CASA* in Brazil provides schooling, therapy, and training centres for young offenders to help them re-enter society and cut down on crime. These examples from around the world show that it's important to create systems that do more than just punish; they should also center on teaching life skills, supporting mental health, and providing flexible ways to learn.

These models often stress the need for a full educational system. This system should include standard school subjects, job training, mental health support, social skills, and computer skills. If we adapt this plan to India, as part of the *Viksit Bharat* goals, we can help make sure all children have real chances to learn and improve, no matter their origin or situation.

Technology plays a bigger role in this shift. Digital platforms are good ways to make education open, flexible, and suited to disadvantaged young people. Government initiatives such as DIKSHA, e-Pathshala, SWAYAM, and National Institute of Open Schooling (NIOS) provide free learning materials in multiple languages to students outside of traditional school settings, these platforms assist students in remote locations or whose education was interrupted, such as juveniles in correctional facilities; AI learning platforms, such as BYJU'S and Khan Academy, are revolutionising education by providing learning tailored to each individual; these tools



adapt content to various learning levels and styles, which benefit students who struggle or whose education was patchy; new technologies, such as AR and VR, create attention-grabbing learning environments that can truly help students comprehend, retain, and remain engaged.

Despite notable progress, several challenges continue to hinder equitable access to education. Limited digital literacy, inadequate access to devices, and unreliable internet connectivity remain major barriers, particularly for rural and marginalized communities. Addressing these issues requires targeted measures such as strengthening PPPs, expanding affordable digital infrastructure, and embedding digital skills within school curricula. Such interventions are crucial to ensuring that digital education functions as a means of inclusion rather than reinforcing existing inequalities.

The advancement of juvenile education and rehabilitation relies not only on government initiatives but also on the active involvement of NGOs, community-based programs, and corporate actors. Grassroots models such as Mohalla Schools and community learning centres provide localized, culturally responsive education that facilitates the reintegration of school dropouts. Prominent NGOs – including Pratham, Bachpan Bachao Andolan, and the Smile Foundation – have consistently pioneered efforts in offering educational services, vocational training, and psychological support to vulnerable children and adolescents.

Additionally, Corporate Social Responsibility (CSR) initiatives have further enriched this ecosystem, reinforcing the collective effort to strengthen juvenile education and rehabilitation. Google's Internet *Saathi* plan, which teaches computer skills to women and girls in the countryside, helps the families of kids who need help too. In a similar vein, Tata Trusts' STEM education programs seek to enhance science and technology instruction in marginalised areas while equipping young learners with essential 21st-century competencies.

However, the reliance on NGOs and CSR-driven interventions also raises concerns about sustainability and consistency. These initiatives, while impactful, often operate in fragmented ways, with uneven geographical coverage and dependence on external funding. Without strong coordination and long-term government support, their ability to address systemic inequalities remains limited. Thus, while community and corporate participation play a vital role, integrating these efforts into a coherent national framework is essential to ensure that all juveniles benefit equally from educational rehabilitation and reintegration opportunities.

A comprehensive, skill-based, and inclusive educational framework catered to juveniles and other marginalised youth could be the outcome of the combination of these governmental, non-governmental, and corporate efforts. Based on multi-sectoral collaboration, this framework not

only facilitates educational rehabilitation but also strengthens pathways for long-term social reintegration, in line with India's overall development goals under *Viksit Bharat*. Last but not least, by creating inclusive, flexible, and skill-oriented educational systems, India can empower its youth, particularly the most vulnerable, to actively contribute to the development of the country and shape their own future.

### **Roadmap for a More Inclusive and Progressive *Viksit Bharat***

The effective rehabilitation and reintegration of marginalised youth require systemic changes in curriculum design, teacher preparation, and cross-sector collaboration. Traditional education, with its focus on rote learning and standardized tests, is ill-suited for at-risk youth. Juveniles who have experienced trauma, interrupted schooling, or socioeconomic marginalization need more than academic instruction – they require a holistic, transformative approach. Education must address both immediate learning needs and the broader social and emotional challenges they face.

A redesigned curriculum should integrate life skills, digital literacy, EI, and vocational training. Competencies such as decision-making, communication, problem-solving, and emotional regulation are critical for youth who have faced abuse, neglect, or institutionalization. Strengthening EI helps build self-worth, resilience, and interpersonal understanding – qualities essential for successful reintegration into mainstream society.

Flexible learning options are essential for accommodating disrupted or diverse educational paths. Open schooling, blended learning, and modular curricula provide adaptive, self-paced opportunities, allowing children and adolescents excluded from traditional schools to re-engage meaningfully. Although state-level open school systems and the NIOS have made progress, their reach is limited, and local relevance is often lacking. Expanding these programs and adapting them to local contexts is crucial for meeting the complex needs of at-risk youth. Vocational education and apprenticeships serve as vital bridges between learning and employment. When linked with initiatives such as Skill India, PMKVY, and NAPS, they offer hands-on training in fields like IT, agriculture, construction, tailoring, renewable energy, and entrepreneurship. These programs equip juveniles with marketable skills, foster self-reliance, and enhance economic mobility. They also reduce the risk of reoffending, supporting both individual rehabilitation and wider social stability.

Equally important is teacher training and capacity building, which must be founded on trauma-informed pedagogy, inclusive educational practices, and child-centred learning. Teachers and facilitators who work with juveniles, particularly in observation homes, special homes, and

aftercare centres, must be able to recognise behavioural issues, respond to emotional needs, and foster a non-judgmental, supportive classroom environment. Training modules should include topics such as mental health first aid, restorative practices, and gender sensitivity to ensure that every educator becomes a change agent.

Technology facilitates educational access and improves learning outcomes. Government-sponsored digital platforms such as DIKSHA, SWAYAM, and e-Pathshala offer free, multilingual, mobile-accessible learning resources that can be integrated into juvenile homes and alternative learning centres. These platforms, when combined with smart classrooms, low-cost tablets, and offline access solutions, can overcome geographic and infrastructure barriers to learning. AI-powered learning platforms, gamified content, and interactive simulations have the potential to engage students with limited academic motivation or prior educational exposure by catering to diverse learning styles.

Yet, for these innovations to translate into systemic reform, collaboration among government bodies, NGOs, the business sector, and local communities is indispensable. Policies such as the NEP 2020, the RTE Act, the Skill India Mission, and Digital India provide essential frameworks for inclusive, equitable, and high-quality education. Despite significant policy advances, implementation continues to be uneven, particularly within community-based vocational centres and juvenile justice institutions, where persistent challenges include inadequate funding, weak monitoring mechanisms, and limited contextual adaptation. Addressing these gaps requires increased financial investment, robust systems of accountability, and the promotion of locally responsive innovations.

NGOs play a critical role in bridging the divide between policy design and its practical execution. Through interventions in skill development, psychosocial rehabilitation, mentorship, and individualized educational support, organizations such as Pratham, Smile Foundation, Bachpan Bachao Andolan, and Aangan Trust ensure that educational and rehabilitative initiatives are linguistically, culturally, and socially relevant. Their embedded presence within communities enables them to deliver sustainable programs that are closely aligned with the lived realities of marginalized youth.

Corporate engagement further reinforces this ecosystem by facilitating the integration of technology, enhancing vocational training, and expanding pathways for employment through job placement initiatives. PPPs and CSR initiatives, such as Microsoft's Code *Unnati*, the Infosys Foundation's STEM learning programs, and Tata STRIVE, not only impart employable skills but also introduce at-risk youth to opportunities they may not have previously envisioned.

Training in areas such as digital literacy, coding, financial planning, and critical thinking expands both practical capacities and aspirations for future careers.

Structured mentorship and career counselling represent additional pillars of successful reintegration. Mentorship programs provide emotional support, role models, and a sense of belonging, all of which can significantly shape a juvenile's self-concept and life trajectory. Career counselling complements this by guiding young people toward realistic and interest-based educational, entrepreneurial, or employment pathways. Tools such as aptitude assessments, career mapping, and industry exposure visits create opportunities for informed decision-making and long-term stability. Together, these measures ensure that support extends beyond institutional settings into meaningful engagement with real-world opportunities.

The broader vision of *Viksit Bharat* can only be realized through an integrated education system that unites digital inclusion, trauma-sensitive pedagogy, vocational training, and curriculum reform. Such a system must aim not only to deliver academic knowledge and professional skills but also to cultivate social and emotional development, thereby preparing juveniles for dignified reintegration into society. Establishing a robust and inclusive framework, supported through sustained cooperation among government agencies, NGOs, community organizations, and private enterprises, will be essential to ensure that no child is left behind and that every juvenile is positioned as an active participant in shaping the nation's future.

## **Conclusion**

Education serves as the foundation of an inclusive and progressive *Viksit Bharat*, offering every individual the opportunity to learn, grow, and contribute meaningfully to society. For disadvantaged youth in particular, access to cognitive, emotional, and social skills is central to empowerment, integration, and long-term financial independence. A comprehensive, skills-based approach – supported by mentorship, career guidance, and vocational training – can equip them to become responsible and engaged citizens.

Achieving equitable access to quality education, however, requires collaboration across multiple sectors. Government policies must be complemented by community-based initiatives and industry partnerships that expand digital learning and skill development opportunities. Schools, educators, and mentors together play a crucial role in creating supportive environments that foster resilience and ensure that young people can reintegrate successfully into mainstream society.

Sustained collective action – in the form of policy reform, resource allocation, and robust job training – has the potential to dismantle structural barriers and expand opportunities for all

juveniles. For this vision to succeed, policymakers, educators, and civil society must prioritize inclusive, skills-focused education as a national investment. The urgency is clear: the steps taken today in reimagining education will shape the foundations of a stronger, more equitable, and self-reliant *Viksit Bharat* tomorrow.

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