



Emerging Technology and Trends in Educational System

¹B .Rama Devi, MBA, M.Com, ²APSET., Dr.V.V.L.Leela kumari,

M.com,Ph.d,

Dr. A. UmaMaheswara Rao, M.com,Ph.d.,

Assistant Professor,

¹*Department of Commerce & Management,*

Kurnool Degree College, Kurnool, Andhra Pradesh, India

²*Assistant Professor in commerce,*

Rayalaseema University, Kurnool, Andhra Pradesh, India

³*Associate professor & Principal,*

Kurnool Degree college, Kurnool, Andhra Prades ,India

1. Introduction:

Education sector is an emerging field for drastic changes for the growth of a societies' young generation. The knowledge what is imparted to kids, boys & youth is very important for the responsibility of the country's knowledge sector. What is seeded today should become a big tree tomorrow. So seeding a right banian seed will go into the depth of the land with strong roots for a strong banana tree. The impact of knowledge of today will become outdated by tomorrow (coming days). This is so because the involvement of changing technology and its commitment to the society's growth. Learners and teachers should accustom to the changing environment of education sector. Unless the mindset of individual changes, they could not adopt technological trends for changing education system.

Education is a complex process and is regulated by several governing bodies. In this blog post, we will take a detailed look at the different governing bodies responsible for elementary to higher education in India.

1.1 Education System of India:

The school education system in India is vast and complex. It is overseen by three National Bodies: The National Council of Educational Research and Training (NCERT), All India Council for Technical Education (AICTE) and the University Grants Commission (UGC). In addition to these, each state has its Departments or Ministries of Education, which regulates School Education within its jurisdiction. In India, the literacy rate for people aged seven and above is 74.04%. The male literacy rate is 82.14% and the female literacy rate is 65.46%. The Gross Enrolment Ratio (GER) for higher education in India is 26.30%. The data relating to GER is the percentage of people aged 18-23 years who are enrolled in higher education institutions. There are more than 700 Universities and about 37,000 colleges imparting graduation and post-graduation

The standard of higher education in India is not up to the mark comparing with western countries. There are many problems in the present education system. The quality of education is not good due to involvement of



corruption and erroneous methods. The government is not doing enough to improve the quality of education system. There are many private schools in India which are providing good quality in education. But the fees of these schools are too high to middle and lower income groups that contribute 85% of the total income groups. Hence rich people can afford to send their children to these schools. The government is not doing anything to improve the conditions of the schools like, fixation of fee structure, standards and qualifications for teachers. This leads to the dropout rate very high in India. Particularly in the schools run by state government the students dropout is very high though the government is providing attractive facilities viz., mid day meal, free text books and notebooks, school bags, shoes, dresses etc.

1.2 Review of literature

Many STEAM educators are exploring the new possibilities in immersive learning offered by virtual reality (VR), augmented reality (AR), and mixed reality (MR) to create engaging learning experiences that merge the physical world with digital or simulated reality. Within the extracted studies, AR/VR/MR are becoming increasingly prevalent as a means of creative design integrating various STEAM components (Birt & Cowling, [2017](#); Jailungka et al., [2020](#); Kritsis et al., [2018](#); Park, [2014](#)). The AR/VR/MR enhanced projects incorporated various settings to motivate and engage students, including competitions or game components to create open challenges (Birt & Cowling, [2017](#); Jailungka et al., [2020](#); Karageorgiou et al., [2019](#)), workshops focused on the development of AR game prototypes (Jesionkowska et al., [2020](#)), and the design of 3D and 4D models (Kritsis et al., [2018](#); Park, [2014](#)). The projects adopted different foci with some targeting the development of technical, artistic and 21st-century skills (Chujitarom & Piriyasurawong, [2019](#); Jesionkowska et al., [2020](#)) and others being more content specific such as the study by Wang, Lu and Wang et al. ([2018](#)) that focused on calcium molecules and the study by Karageorgiou et al. ([2019](#)) that focused on art history. One study (Park, [2014](#)) focused on raising students' awareness about IT-related STEAM careers through utilization of virtual reality. Except for the Wang et al. ([2018](#)) and Park ([2014](#)) studies conducted in primary schools, the remainder were positioned in secondary or post-secondary education settings.

Two studies were not classed within the previous categories of emerging technologies. Milne and Calilhanna ([2019](#)) reported on an intervention involving the use of mathematics and associated software to teach rhythm and meter to Year 9 pupils (ages 14–15). Chen and Huang ([2020](#)) described the design and implementation of an educational app as part of a Taiwanese elementary science and technology curriculum on transportation. A game-based approach to the design of the educational app was adopted.

1.1 Objectives Of Study :

1. To encourage new and diversified skills to meet the market demand.
2. To encourage self exploration for teacher and student potentialities for quality education.
3. To suggest strategic and transformational skills to education sector.



4. To analyze the practicability of NEP – 2020.

1.2 Technological changes in school education :

Technology is the application of scientific knowledge and skills to solve problems and achieve goals. Technology has been evolving rapidly in the past few decades, especially in the field of information and communication technology (ICT). ICT has revolutionized various sectors of society, such as business, health, entertainment and education. Education is one of the most important sectors that can benefit from the use of technology, as it can shape the future of individuals and society.

Technology has become an assigned to initial part of higher education in the 21st century. It has transformed the way students learn, teachers teach, and institutions operate. Technology has also enabled new possibilities for access, quality and innovation in higher education.

It is the duty an& emerging responsibility of teaches to identity available tools to educate students who will be the ultimate socio economic building for expected change in education. Hence teachers must adopt the ‘ theory of learning’. They have to accept the changes and addict to the process of new & emerging trends in educational system. For this thinking, recollecting adopting and practicing teaching should be motto of every teachers under theory of learning.

The ongoing Covid-19 crises and the resultant lockdown over the past PERIOD, has accelerated the adoption of technology across sectors, including education. So while businesses are adopting work from home and virtual meetings, schools too are leaning heavily on digital platforms and Ed-tech tools to ensure a consistent and effective education. Apart from K-12 education, professionals and students pursuing higher education have also turned to Ed-tech for vocational training, skill up gradation and several hobby based learning courses, which has further added to the growth of the sector.

Teachers, students, and schools need to monitor the new trends to prepare for the future of learning. While teachers will need to refine their methods to create a more engaging online environment for their students, students will need to leverage the available technologies and use additional study resources.

Tech Education For Teachers should Become A Priority. Speaking of teachers, it’s important to note that the COVID-19 pandemic has brought many new challenges into their lives. One of these challenges is the problem of accessing and leveraging the right technologies to deliver engaging, effective, and collaborative lectures. This is not so much a problem for younger generations of students who are, in fact, digital natives and are innately tech-savvy individuals who know how to attend classes online and participate in lectures.

For older teachers, however, this can be a big challenge, which is why an emphasis should be put on making technology accessible to older generations. If teachers are to deliver quality to their students in the digital realm, then they will need to learn how to properly use various tech and even some advanced tech like VR and AR to create a more engaging classroom for all



As a part of blended learning as the future of education Teacher training and professional development programs can provide educators with the skills and knowledge needed to create engaging, effective, and personalized learning experiences for students. This pandemic is giving tech massive insights as to what human development and learning looks like, allowing it to potentially shift from formal classroom education to augmenting relationships with teachers, personalization and independence. With the purpose of that the learning process should not be hindered in this pandemic, the higher authorities of **MANAV RACHNA INSTITUTIONS** have taken some essential steps and decisions and started the online classes through the Microsoft office Teams. Online classes have taken the place of school and college classrooms till the lockdown continues. In the recent past, nobody would have thought they will be attending their lectures and scheduled courses online in the comfort of their homes. Where everything has come to a halt now, the education and learning process stands free of disruption. Because of online classes students of Manav Rachna Institutions are able to study their courses without any gap and loss. Although, in the initial days, online education was a bit confusing, but now students have become used to it. This pandemic has taught us to think critically. Rather it is a great moment for learning.

Technology is helping people connect with each other in their homes. Although e-learning comes with its own set of advantages and disadvantages, somehow it has taught us to become self-disciplined and benefitted us in ways that go far beyond learning. We are living in an uncertain and ever-changing world that is ripe with new possibilities. Thus, it demands us to be more adaptable to the ways as the situation arises. Only then will it be possible for us to reach greater horizons. These programs can include workshops, seminars, and training sessions on subjects such as classroom management, assessment and evaluation, pedagogy, and technology integration. Providing access to high-quality teaching materials and resources High-quality teaching materials and resources can come in various forms, such as textbooks, online resources, multimedia resources, and teaching aids. Access to these resources is particularly crucial in underprivileged communities where students may not have access to quality educational materials at home. Creating a positive and inclusive learning environment personalizing learning experiences to meet individual student needs implementing technology in the classroom to enhance learning. Encouraging parental involvement and engagement. Incorporating project-based learning and hands-on activities. Developing strong assessment and evaluation processes. Prioritizing mental health and well-being in education.

As a part of streamlining education system after covid -19 the Government of India **Ensuring Universal Access at all levels of school education**The new education policy emphasizes to ensuring universal access to school education at all levels- preschool to secondary. Infrastructure support, innovative education centers to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes, association of counselors or well-trained social workers with schools, open learning for classes 3,5 and 8 through NIOS and State Open Schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs are some of the proposed ways for achieving this. About 2 crore out of school children will be brought back into main stream under NEP 2020.



1.2 Attaining Foundational Literacy and Numeracy :

Recognizing Foundational Literacy and Numeracy as an urgent and necessary prerequisite to learning, NEP 2020 calls for setting up of a National Mission on Foundational Literacy and Numeracy by MHRD. States will prepare

An implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025. A National Book Promotion Policy is to be formulated.

1.3 Early Childhood Care & Education with new Curricular and Pedagogical Structure

With emphasis on Early Childhood Care and Education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. This will bring the hitherto uncovered age group of 3-6 years under school curriculum, which has been recognized globally as the crucial stage for development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/ pre schooling.

NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8. ECCE will be delivered through a significantly expanded and strengthened system of institutions including Anganwadis and pre-schools that will have teachers and Anganwadi workers trained in the ECCE pedagogy and curriculum. The planning and implementation of ECCE will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. **Multilingual and the power of language**

The policy has emphasized mother tongue/local language/regional language as the medium of instruction at least till Grade 5, but preferably till Grade 8 and beyond. Sanskrit to be offered at all levels of school and higher education as an option for students, including in the three-language formula. Other classical languages and literatures of India also to be available as options. No language will be imposed on any student. Students to participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative. Several foreign languages will also be offered at the secondary level. Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

1.4 Assessment Reforms

NEP 2020 envisages a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim. A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body .



1.5 Reforms in school curricula and pedagogy

The school curricula and pedagogy will aim for holistic development of learners by equipping them with the key 21st century skills, reduction in curricular content to enhance essential learning and critical thinking and greater focus on experiential learning. Students will have increased flexibility and choice of subjects. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.

Vocational education will start in schools from the 6th grade, and will include internships.

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT.

1.5 Equitable and Inclusive Education

NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities. This includes setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups. Children with disabilities will be enabled to fully participate in the regular schooling process from the foundational stage to higher education, with support of educators with cross disability training, resource centres, accommodations, assistive devices, appropriate technology-based tools and other support mechanisms tailored to suit their needs. Every state/district will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras

1.6 Robust Teacher Recruitment and Career Path

Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, with a mechanism for multi-source periodic performance appraisals and available progression paths to become educational administrators or teacher educators. A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.

1.7 School Governance

Schools can be organized into complexes or clusters which will be the basic unit of governance and ensure availability of all resources including infrastructure, academic libraries and a strong professional teacher community.

1.8 Standard-setting and Accreditation for School Education

NEP 2020 envisages clear, separate systems for policy making, regulation, operations and academic matters. States/UTs will set up independent State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

1.9 Trends in Higher Education :



The target in higher education is to increase **Increase GER to 50 % by 2035**. NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035. 3.5 Crore new seats will be added to Higher education institutions.

1.10 Holistic Multidisciplinary Education

The policy envisages broad based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period. For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years and Bachelor's with Research after 4 years.

An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned.

Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.

The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.

1.11 Regulation

Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for the entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and National Accreditation Council (NAC) for accreditation. HECI will function through faceless intervention through technology, & will have powers to penalise HEIs not conforming to norms and standards. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

1.12 Rationalised Institutional Architecture

Higher education institutions will be transformed into large, well resourced, vibrant multidisciplinary institutions providing high quality teaching, research, and community engagement. The definition of university will allow a spectrum of institutions that range from Research-intensive Universities to Teaching-intensive Universities and Autonomous degree-granting Colleges.

Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

1.13 Motivated, Energetic and Capable Faculty

NEP makes recommendations for motivating, energizing, and building capacity of faculty through clearly defined, independent, transparent recruitment, freedom to design curricula/pedagogy, incentivising excellence, movement into institutional leadership. Faculty not delivering on basic norms will be held accountable

1.14 Teacher Education

A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching



will be a 4-year integrated B.Ed. degree .Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

1.15 Mentoring Mission

A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty – including those with the ability to teach in Indian languages – who would be willing to provide short and long-term mentoring/professional support to university/college teachers.

1.16 Financial support for students

Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be expanded to support, foster, and track the progress of students receiving scholarships. Private HEIs will be encouraged to offer larger numbers of free ships and scholarships to their students.

1.17 Open and Distance Learning

This will be expanded to play a significant role in increasing GER. Measures such as online courses and digital repositories, funding for research, improved student services, credit-based recognition of MOOCs, etc., will be taken to ensure it is at par with the highest quality in-class programmes.

1.18 Online Education and Digital Education:

A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional and in-person modes of education are not possible, has been covered. A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.

1.19 Involvement of Technology in education

An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education will be done to improve classroom processes, support teacher professional development, enhance educational access for disadvantaged groups and streamline educational planning, administration and management

1.20 Recognition and Promotion of Indian languages

To ensure the preservation, growth, and vibrancy of all Indian languages, NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakrit, strengthening of Sanskrit and all language departments in HEIs, and use mother tongue/local language as a medium of instruction in more HEI programmes .

Internationalization of education will be facilitated through both institutional collaborations, and student and faculty mobility and allowing entry of top world ranked Universities to open campuses in our country.

1.21 Professionalism in Education

All professional education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities etc will aim to become multi-disciplinary institutions.



1.22 Adult Education

Policy aims to achieve 100% youth and adult literacy.

1.23 Financing Education

The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.

Implementation of NEP in the state of Andhra Pradesh

In Andhra Pradesh the reforms being introduced in the education sector in the state were in the line with the national education policy. Andhra Pradesh was in the forefront in the implementation of the NEP compared to other states. The conventional degree course had been redesigned as outcome based curriculum, incorporating life skill courses, skill development courses, internships, community service projects and credit transfers. The curriculum of professional programmes was made more employable even while combating covi-19 the higher education council had introduced common entrance test, established a higher education planning board and a quality assurance cell setting up of a quality assessment cell, board of community development through education, a state research board an entrepreneurship, incubation and start-up centres in universities and colleges are other initiatives of the council. To get students interested in reading newspapers and journals, the council launched smarticles, signed MOUs with Microsoft future ready skills solutions, national research development corporation, confederation of Indian micro small and medium enterprises, tcs ion and centre for research and education in social integration and hr development. To enhance the employability of graduates the council introduced English as a medium of instructions in colleges and collaborated with NASSCOM and AICTE for online courses

Viksit Bharat at 2047 is the vision of the government of India to make India a developed nation by 2047 the hundred year of its independence. The vision encompasses various aspects of development including economic growth, social progress, environment sustainability and good governance.

Government schools in Andhra Pradesh aim to shift to outcome-oriented education in the academic year of 2022-23 to bring positive behavioural changes and transform students into global citizens through development of social and collaborative skills. 'Child is not the reason for his or her low performance' will be the mantra for the teachers and the headmasters to follow to achieve the set objectives in tune with the National Education Policy (NEP) 2020.

"Teachers and headmasters should be aware of it and take responsibility for the performance of students. The State Council of Education Research and Training (SCERT) has been entrusted with the task of maintaining academic standards and ensuring all students attain the learning outcomes relative to their class and age," S Suresh Kumar, school education commissioner said.

Kumar further added that the government will focus on implementation of the National Education Policy 2020 by revising and revamping every aspect of education, and aligning it with the UN Sustainable Development Goals of Quality Education. The initiatives would also include career counselling for students from class 8 onwards, including teachers and parents as well.



“We are creating a conducive learning environment in all schools under the *Mana Badi: Nedu-Nedu* programme. It’s now time to ensure adequate learning outcomes among the children through effective classroom transactions,” Kumar said “Not just academics, emphasis will also be on co-curricular and extracurricular activities so that teaching and learning become holistic. Remedial learning will be another key aspect wherein individual dissimilarities among students will be addressed so as to help them build on their knowledge,” the commissioner further added.

Present Scenario, NEP 2020

- Aims to offer equal access to quality education for all students, regardless of their socio-economic background.
- Emphasizes the integration of vocational training and skill development into the curriculum, as well as the use of technology in education.
- Encourages all colleges and universities to adopt digital solutions and create flexible, comprehensive, and multidisciplinary curricula.

The **NEP-2020 aims to transform India into a worldwide knowledge superpower** with universal access to the best education. The all-encompassing and multidisciplinary education that is proposed by this policy is meant to aid in learners' overall development while improving their employability potential and equipping them with the necessary skills for new jobs in developing industries.

The NEP strives to satisfy the evolving needs for research, innovation, and education by implementing a variety of modifications in the educational system, from pre-primary years to higher education.

In Higher Education, NEP, 2020 provides valuable insights and recommendations on various aspects of education that include moving towards multidisciplinary and holistic education, institutional autonomy, promotion of quality research through establishment of National Research Foundation, continuous professional development of teachers, integration of technology, internationalization of higher education, restructuring of governance and regulatory architecture, multidisciplinary curricula, engaging blended, pedagogy, valid reliable and blended assessment and availability of content in Indian languages. The policy is expected to bring long-lasting positive impact on the education system and making India a global hub of skilled manpower during the ‘Amrit Kaal’, the next 25 years leading up to Developed India in 2047. Its implementation needs collective efforts of Centre, States, UTs, HEIs, Regulating Agencies / Regulatory Bodies and all other relevant stakeholders.

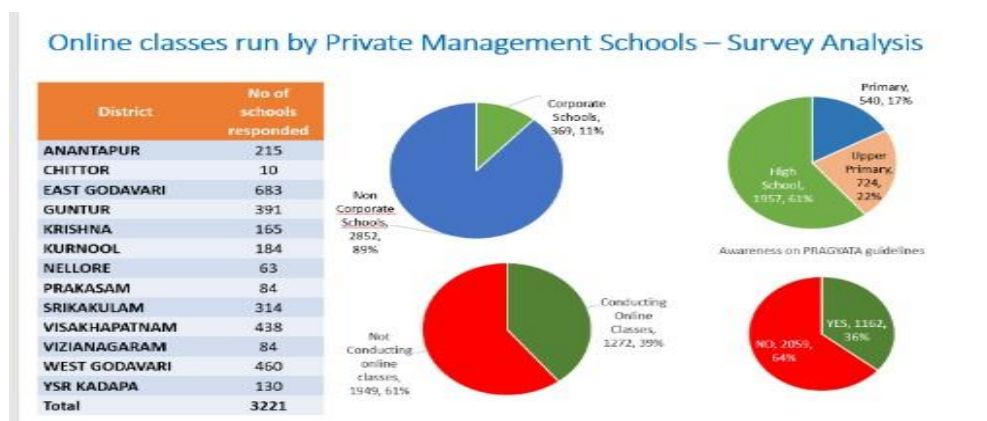


Fig:

The above pie chart shows the response of private management schools for online classes of united districts of Andhra Pradesh in total. Of the total 3221 schools east Godavari took 683 schools share as highest and in chittor only 10 schools responded for online classes.

In addition to the above, here are some other critical issues that need to be addressed for the successful implementation of NEP 2020 in higher education:

- **Lack of access to higher education:**

The NEP 2020 aims to increase access to higher education for all sections of society. However, there are still a number of barriers to entry, such as poverty, gender discrimination, and lack of infrastructure. The government needs to address these barriers in order to make higher education more accessible to all.

- **Quality of teaching and learning:**

The NEP 2020 aims to improve the quality of teaching and learning in higher education. However, there are still a number of challenges in this area, such as the shortage of qualified teachers, the lack of resources, and outdated curriculum. The government needs to address these challenges in order to improve the quality of teaching and learning in higher education.

Drawbacks in NEP 2020 :

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be



taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Conclusion:

1. Universalization from ECCE to Secondary Education by 2030, aligning with SDG 4
2. Attaining Foundational Learning & Numeracy Skills through National Mission by 2025
3. 100% GER in Pre-School to Secondary Level by 2030
4. Bring Back 2 Cr Out of School Children
5. Teachers to be prepared for assessment reforms by 2023
6. Inclusive & Equitable Education System by 2030
7. Board Exams to test core concepts and application of knowledge
8. Every Child will come out of School adept in at least one Skill
9. Common Standards of Learning in Public & Private Schools

The NEP 2020 aims at Research and Innovation to promote higher education. However, there are still a number of challenges in this area, such as the lack of funding, the shortage of qualified researchers, and the lack of infrastructure. The government will need to address these challenges in order to promote research and innovation in higher education.

The successful implementation of NEP 2020 in higher education will require a concerted effort from all stakeholders. The Central government, State governments, institutions, teachers, students, and the community will all need to work together to make this happen.

Among the states with low digital access, Madhya Pradesh fared worst with 70%, followed by Bihar (58.09%) and Andhra Pradesh (57%). In Assam, 44.24% schoolchildren do not have access to digital devices, while the figure for Jharkhand is 43.42%, and 41.17% and 40% in Uttarakhand and Gujarat, respectively. Delhi, with only 4% students without access, Kerala with 1.63%, and Tamil Nadu with 14.51% are the states and Union Territories better placed in the list.

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