

PREFACE TO THE EDITION

The **International Journal of Education Insights** proudly presents its latest issue, featuring a collection of studies that critically examine the evolving landscape of education in India and beyond. At a time when national policies, digital transformations, and pedagogical innovations are reshaping the educational ecosystem, this volume offers evidence-driven insights that illuminate the opportunities and challenges facing contemporary learning environments.

The issue begins with a comprehensive quantitative assessment of the Right to Education Act (2009–2024), documenting significant strides in school enrollment and access while simultaneously revealing a troubling decline in learning outcomes. The study highlights persistent socio-economic disparities and underscores the urgent need to strengthen instructional quality, teacher support, and school infrastructure to translate access into meaningful learning.

Building on this policy perspective, the following article examines implementation barriers to NEP 2020 across multiple states. By identifying infrastructural gaps, administrative delays, teacher capacity constraints, and regional inequalities, the study provides crucial guidance for policymakers and education administrators seeking to bridge the gap between policy intent and classroom reality.

The transformative role of technology in teaching and learning forms another core theme of this issue. One paper explores how modern educational technologies from digital apps to online platforms empower teachers, expand learning resources, and increase student engagement, while also cautioning against unresolved challenges such as the digital divide and uneven digital literacy.

The discussions on technology deepen with two further contributions. A detailed study on digital equity in blended learning highlights how unequal access to connectivity, devices, and skill-building opportunities can widen achievement gaps if left unaddressed. Meanwhile, a mixed-methods investigation into digital literacy in rural secondary education reveals systemic barriers that limit students' technological competency, yet also identifies strong motivation among learners that can be harnessed through targeted infrastructure, training, and pedagogical reforms.

Together, the articles in this issue offer a multifaceted view of educational progress celebrating gains, questioning assumptions, and calling attention to structural inequities that continue to shape learning outcomes. The editorial board extends its sincere gratitude to all authors, reviewers, and readers for their commitment to advancing critical educational scholarship. We hope this issue inspires meaningful dialogue, informed policymaking, and sustained research toward building an equitable and forward-looking educational future.

Dr. Bincy O.G

Chief Editor

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