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Promoting Multilingualism and Digital Platform - Swayam In Education Sector: A Study in the Context of Nep 2020

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Abstract

The National Education Policy (NEP) 2020 marks a significant change in the Indian education system, with a special emphasis on multilingualism, inclusive education, and technology-oriented education The present study aims to investigate the role of NEP 2020 in promoting multilingualism and the digital technology and platforms like -SWAYAM in the Indian education sector. The study adopts a qualitative method based on a systematic review of existing literature published between 2015 and 2026. Relevant literatures for the study were selected through electronic databases, including ERIC, Scopus, SAGE Journals, and Google Scholar. The study employed the inclusion and exclusion criteria; 14 studies were selected for extensive review. The findings of the reviewed literature indicate that multilingual and mother tongue-based education can support conceptual comprehension, cognitive development, classroom participation, inclusivity and the preservation of linguistic and cultural diversity. Similarly, digital platforms like - SWAYAM provide flexible learning, improve access to multilingual educational contents and supports technology-oriented education and continuous learning. Moreover, the literatures identify major challenges, like inadequate digital infrastructure, the rural–urban digital divide, lack of trained teachers, limited regional-language learning materials, and difficulties in implementing goals of the policy. The study points out the potential of promoting multilingual education and integrating digital technology to make Indian education system more accessible, inclusive, flexible and effective. It suggests that the effective implementation of NEP 2020 needs proper infrastructure, teacher training, multilingual learning materials, and institutional support for technology integration. Further there is a need for empirical evidence to investigate the meaningful implementation of multilingual education and digital learning platforms and its relationship with students' learning outcomes, particularly at the school level.

Keywords: NEP 2020, Multilingualism, Digital Platforms, SWAYAM, Technology - Based Learning, Mother Tongue-Based Education, Inclusive Education.

Introduction:

Education is the greatest instrument for the development of the nation. The future of the nation and the destiny of its people are largely influenced by the education system. In the 21st century importance and role of education cannot be ignored, as education helps a country or nation to grow and develop with time (Kumar,2021).

Education is a key element of a well- functioning society. It is important for developing knowledge, skills, values, and attitudes, which are essential for the human development and overall progress of the society. Education keeps on evolving to meet the changing needs of the society and to address the new challenges of the world. With the progress of 21st century era world has witnessed many new developments, as well as issues such as pandemics, terrorism, the rise of global pollution, and the emergence of AI and robotics (Singh, 2025). In the context of these rapid technological advancements and increased globalization, the World Development Report 2018 recognises education to exceed its conventional boundaries to become a significant means for social change and economic advancement (World Bank, 2018 , as cited in Singh, 2025).

With emerging demands and challenges of the society the Government of India also thought of bringing new reforms in the education sector. Therefore, Indian government introduced the National Education Policy (NEP) 2020) on July 29, 2020. After 34 years this new policy replaces the previous education policy of 1986 The National Education Policy (NEP) 2020 marks a major paradigm shift in India's educational landscape (Kumar,2021; Singh, 2025).

NEP 2020, consider education as the fundamental tool for the human development and for attaining economic and social progress, justice, equality and inclusion. Therefore NEP 2020, consider education to be inclusive and equitable (Nag, 2024).

Education can bring revolution in the society which is very much important for India because of country's diverse linguistic and socio-economic background. NEP 2020 emerged in response to the growing needs of India's young population and the global transition towards an increasing interconnected and technology-oriented society. This new policy is closely connected with the United Nations' Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable quality education and lifelong learning opportunities for all (UNESCO, 2020). This connection shows India's commitment to global educational goals, and it ensures that policy's educational reforms support positively to global educational standards (Singh, 2025).

NEP 2020 aims to bring transformative changes in the Indian education system; therefore, the policy places the emphasis on various major aspects. These aspects include restructuring of academic stages into a "5 + 3+3 + 4" structure, along with it breaking down conventional separation between arts, sciences and commerce. The policy promotes vocational education from Class 6 onward, as well as giving importance to multilingual and mother tongue-based instruction. Moreover, the policy seeks to provide a comprehensive, multi-disciplinary higher education and introduce an academic bank of credit to promote smooth credit transferability. More importantly, it gives emphasis on extensive teacher reforms, encompassing aspects from training and recruitment to working conditions, as well as promoting integration of technologies and digital learning. NEP 2020 addresses the wide

range of educational aspects, this paper mainly focuses on the aspects, of multilingualism and digital platform – SAWAYAM.

India is a land to many languages and dialects which make it a linguistically diverse country that represents its rich cultural heritage and social diversity. This linguistic diversity strengthens country's cultural identity, but it also presents several challenges in the education sector. Language plays crucial role in influencing cognitive development, identity formation, and social engagement, making it an essential element of the learning process (Bera, 2026). NEP 2020 recognises the India's rich linguistic diversity, and it gives importance to multilingualism and mother tongue-based education as a core principle of effective learning. The policy encourages for the use of the mother tongue or local language as the medium of instruction, especially during early stage of education. By giving importance to multilingualism and the mother tongue use the policy aims to make education more accessible, inclusive, and meaningful (Bera, 2026; Singh, 2025). The concept of multilingualism and mother tongue education is not a new concept. The recommendation to integrate the mother tongue education had already been highlighted in Kothari Commission (1964–1966) and it also introduced three-language formula to promote multilingualism, preserve cultural heritage and to support students' cognitive development. Similarly, this new policy of 2020 also emphasizes multilingualism, mother tongue-based education and three language formula. However, it focuses on broader aspects by presenting multilingual education and mother tongue-based education as key elements for achieving effective learning outcomes, including enhanced understanding, critical thinking and overall academic performance (Mahapatra, & Anderson, 2023; Nag, 2024; Bera, 2026; Singh, 2025). NEP 2020 emphasizes that language education is very important in learning and cognitive development, and it focuses to create an educational setting where linguistic diversity is respected, preserved, and effectively utilized. Therefore NEP 2020 is promoting multilingualism as key element for the development of the education system in India (Bera, 2026).

NEP 2020 is also trying to bring reforms in the technologies and digital learning for the upliftment of the Indian education system. NEP 2020 emphasizes the importance of holistic and flexible education which aligns with the SWAYAM platform. The existing literature highlighted that NEP 2020 and SWAYAM are closely interconnected because both aim to make our education accessible, flexible, learner- centred and inclusive. NEP 2020 recommends using digital learning platforms like SWAYAM, DIKSHA, SWAYAM Prabha to expand educational opportunities, provide quality education and support virtual learning. SWAYAM is one of the Massive Open Online Courses that provides free quality education that learners can access anytime and anywhere. NEP 2020 places importance on the widening of the scope and improvement of SWAYAM courses to cover many subjects and levels of education, including school education, vocational education, higher education and lifelong learning. NEP 2020 also empowers Universities, Colleges and other higher education institutions to develop and offer SWAYAM courses to reach a wider community and improve the quality and effectiveness of digital education in India. This policy promotes the use of MOOCs and SWAYAM courses to address the issues and challenges of access, equity and quality in education through the effective utilisation of ICT. (Vaishali &Dey, 2023).

Literature Review Table:

Table :1 NEP 2020 and Digital Technology – SAWAYAM

Authors (Year)	Objectives	Methods	Results
Yadav & Yadav (2024)	To discuss the transformative role of Massive Open Online Courses (MOOCs) in India, specifically through the SWAYAM platform, as a means to achieve the goals of the National Education Policy (NEP) 2020.	Qualitative	It highlights that digital resources provide academic flexibility by allowing students to control the pace, place, and mode of their learning. Furthermore, it also emphasizes that digital platform like SWAYAM provides academic opportunities, such as fostering lifelong learning and promoting academic democratization for marginalized groups. By aligning with the core principles of equity, quality, and access, SWAYAM serves as a catalyst for professional development and inclusive education.
Acharya, S.C. (2025)	To explore the integration of digital technology within higher education as mandated by India's National Education Policy (NEP) 2020.	Qualitative	NEP 2020's suggested initiatives like SWAYAM, digital library, LMS aim to promote the use of technology in education sector. This platform has potential for a sea change in the higher education environment. Digital platforms; like SWAYAM offers multiple courses to support diverse learners.
Vaishali & Niradhar (2023)	To explore the Indian government's flagship digital initiatives, SWAYAM and SWAYAM Prabha.	Critical Policy Analysis and descriptive research	The study reveals that SWAYAM and SWAYAM Prabha significantly advance digital education in India by aligning with NEP-2020 objectives to offer accessible, flexible e-learning and up to 40% credit transfer. Driven by 10 national coordinators—led prominently by NPTEL—the initiative has achieved substantial reach with 11,845 completed courses and over 4.2 crore student enrolments. However, the findings highlight major implementation hurdles, including a low course completion rate of approximately 10–13%, digital

			divide issues in rural areas, and inconsistent credit acceptance across universities
Dey & Panda (2026)	To examine the role of digital technologies in transforming teaching-learning practices and evaluation methods through the SWAYAM online learning platform, specifically within the framework and goals of India's National Education Policy (NEP) 2020	Qualitative	The study highlighted that digital platforms like SWAYAM have strong potential to transform education by modernizing teaching practices and changing the way evaluation is done. This platform also helps to create a more inclusive, flexible, and quality-focused higher education system in India.
Maji, S. & Sardar, M (2026)	To explore the rapid expansion and pedagogical impact of India's SWAYAM platform, a massive open online course initiative integrated into the national higher education system.	Qualitative	The findings of the study reveal that SWAYAM experienced rapid quantitative expansion. The platform has been structurally integrated into India's formal higher education system through UGC guidelines and the National Education Policy (NEP) 2020, enabling students to earn up to 25% of their academic credits through courses verified by National Testing Agency (NTA) proctored examinations. The platform faces operational and equity challenges, including a sharp urban-rural broadband divide, English-medium linguistic dominance, unproctored quiz security risks, and faculty resistance toward credit transfer

Multilingualism and NEP 2020

Authors (Year)	Objectives	Methods	Results
Bera, Ajit (2026)	To explore the integration of language diversity and multilingual education within India's National Education Policy (NEP) 2020.	Qualitative	The study highlighted that adopting mother tongue instruction and multilingual education under NEP 2020 significantly enhances cognitive flexibility, memory, problem-solving skills, and metalinguistic awareness among students. Providing early education in mother tongue strengthens foundational literacy and numeracy skills, improves academic achievement, higher classroom participation, and reduced dropout rates. Furthermore, incorporating regional, indigenous, and tribal languages removes learning barriers for marginalized learners, fostering social equity, classroom inclusion, and

			the inter-generational preservation of traditional cultural heritage.
Nivedit, M. (2025)	To analyze and evaluate how NEP 2020 integrates multilingualism.	Qualitative	The findings of the study demonstrate that mother-tongue instruction up to Grade 5 or 8 significantly improves early literacy, conceptual comprehension, and cognitive development while reducing dropout rates.
Rajoriya, V (2025)	To examine the cultural, psychological, infrastructural, and pedagogical dimensions of multilingual education within India's National Education Policy framework.	Qualitative	The study highlighted that while English language dominates Indian higher education as a default symbol of status and mobility, this heavy reliance creates an equity barrier for the majority of the domestic workforce who do not require English for daily economic participation. It emphasizes that mother tongue-based multilingual education promotes cognitive development, deeper comprehension, and social inclusion. However, its full implementation is hindered by teacher shortages and limited regional academic resources.
Das, Mittika (2025)	To understand the critical changes in the nature of the Language Education in India through NEP 2020.	Qualitative	The study reveals that NEP 2020 redefines English as a "language of opportunity" within a multilingual framework, prioritizing early instruction in native mother tongues to foster cultural identity and conceptual learning. However, it highlights critical implementation challenges, including a severe shortage of trained language teachers and a widening socio-economic divide because private schools introduce English much earlier than government schools.
Halder & Paul (2026)	To explore the educational reforms introduced by NEP 2020, including multilingualism, mother tongue instruction etc. It also focused on analyze the opportunities and challenges related with language- related reforms.	Qualitative	THe findings highlighted that NEP 2020 has potential to improve learning outcomes, promote social inclusion and democratize knowledge. However, there are some challenges such as resource development, teacher preparedness, resource development, societal attitude towards language etc create problems in implementing NEP 2020.

Technology for language, multilingual education and implementation challenges:

Authors (Year)	Objectives	Methods	Results
Chandan & Malik (2023)	To explore the modernization of English language instruction through the integration of Information and Communication Technology (ICT)	Qualitative	It highlights that National Education Policy 2020, advocates for a robust digital infrastructure and the creation of a national forum to oversee educational technology. Digital tools like language learning apps, virtual labs, and multimedia resources and ICT based pedagogy initiatives like SWAYAM, DIKSHA, digital classroom, virtual lab etc

	within the Indian education system.		shift pedagogy from passive, teacher-cantered models to interactive, personalized experiences.
Sarkar & Singh (2026)	To explore the National Education Policy (NEP) 2020 and its strategic emphasis on mother tongue-based and multilingual education in India.	Qualitative	The study highlighted that NEP 2020's concept of multilingualism is progressive and pedagogically grounded, yet its success depends on teacher training, curriculum localization, and community engagement. Digital platforms like SWAYAM provide multilingual digital content and reading material to support student's learning. SWAYAM now offers digital contents in multiple languages such as Hindi, Bengali, Tamil, Kannada, Assamese, Odia, and Urdu.
Halder and Paul (2026)	To examine the role of NEP 2020 in promoting Indian languages and fostering linguistic empowerment.	Qualitative	The findings reveal that NEP 2020 has the potential to enhance learning outcomes, strengthen cultural identity, promote social inclusion, and democratize knowledge. However, challenges related to implementation, teacher preparedness, resource development, and societal attitudes toward language remain significant. The paper also highlighted that successful implementation of NEP 2020 can contribute substantially to educational equity, cultural sustainability, and linguistic empowerment in India.

Objective of the study:

1. To study the role of NEP 2020 in promoting multilingualism and mother tongue-based education.
2. To study the role of digital platforms -SAWAYAM in promoting flexible, accessible and inclusive education in the context of NEP 2020.
3. To study how the integration of multilingual education and digital technologies can bring changes in teaching learning process and educational practices.
4. To study the challenges related to the implementation of multilingualism and technology in the education sector in the light of NEP 2020.

Method of the study:

The present study adopts a qualitative research design to explore role of NEP 2020 in promoting multilingualism and SWAYAM. This study is purely based on secondary data which involves a comprehensive review of existing literature basically research study and newspaper articles published from 2015 to 2026. The review process included the development of a review protocol, the definition of inclusion and exclusion criteria, the search and selection processes, quality assessment, data extraction and analysis. The researchers used some electronic databases, ERIC, SCOPUS, SAGE Journals etc. For the identification and selection of studies, the researcher followed a screening process.

Search procedure:

In the first step, the researchers retrieved all the records from the databases and duplicates were removed. After that they screened the titles and abstracts of potential studies. A comprehensive search was conducted across various electronic databases like ERIC, SCOPUS, SAGE Journals, Google Scholar etc.

Selection Process:

The researcher retrieved many studies. After applying inclusion and exclusion criteria, 38 articles remained. Then the researcher conducted manual research by reading all the abstracts and after those 14 articles remained.

Inclusion and Exclusion Criteria

Table :2

Criteria	Inclusion	Exclusion
Time frame	Articles published from 2015-2026.	Articles not published from 2015-2026.
Focus area	Studies focusing on NEP 2020, multilingualism, SWAYAM, digital learning platform and other related terms.	Articles focusing on other aspects.
Context	Indian Education Context	Article focusing on another context.
Language	English	Other languages

Findings:

The systemic review of literature discussed about the role of NEP 2020 in promoting multilingualism, integration of technology and digital platforms to make education system more inclusive and equitable. Most of the reviewed literature were qualitative, used descriptive method and policy analysis, this shows that existing literature is mostly focusing on provisions. Opportunities, challenges and implementation rather than giving emphasis on empirical studies to measure its effects.

NEP 2020 and Digital Technology – SAWAYAM:

The major findings of the study show that digital platforms have considerable ability to serve the major goals of the NEP 2020 to bring changes in the education system. Yadav and Yadav (2024) found that digital resources provide learners with greater academic flexibility regarding the pace, place, and mode of learning. The digital platform like SWAYAM also creates opportunities for lifelong learning, professional development, and greater access to education for marginalized groups. Similarly, Acharya (2025) reported that digital initiatives like SWAYAM, digital libraries, and Learning Management Systems (LMS) can contribute to the integration of technology in education sector, can bring transformative change in the higher education sector and support diverse learners with multiple courses. Vaishali and Dey (2023) highlights that SWAYAM and SWAYAM Prabha aligning with objectives of NEP 2020 offering an accessible, flexible online learning and 40% of credit transfer. However, the study also demonstrates some issues like low course– completion rates, digital divides, especially in rural areas and difference in credit acceptance across universities.

Moreover, Dey and Panda (2026) further highlighted that digital platforms like SWAYAM could modernize the teaching-learning process and can change the evaluation methods, by

contributing to a more flexible, inclusive and quality based educational system. Maji and Sardar (2026) similarly found that SWAYAM as online learning platform has grown rapidly and became a part of India's higher education system enabling the leaners to earn credits through the online courses. However, there are still some challenges like urban-rural broadband divide, English-medium dominance, assessment-security concerns, and faculty resistance to credit transfer.

Multilingualism and NEP 2020:

The literature reviewed for the present study shows that NEP 2020 gives considerable attention to multilingualism and mother tongue-based education. Bera (2026) highlights that mother-tongue education and multilingualism can enhance cognitive flexibility, memory, problem-solving, metalinguistic awareness, foundational literacy, classroom participation, and academic achievement among students. Moreover, incorporating regional, indigenous, and tribal languages eliminates learning obstacles for marginalized students, support social equity, and preservation of cultural heritage.

Nivedita (2025) similarly found that mother-tongue instruction during the early years' education can foster foundational literacy, deep understanding, and intellectual growth improving students' retention. Rajoriya (2025) the findings of the study demonstrate that dominance of English language in Indian higher education hinder the equity of domestic workforce. However, mother-tongue-based multilingual education emphasizes deeper understanding, cognitive development, and social inclusion. While the study also found some challenges for the implementation such as teacher shortages and inadequate regional academic resources.

Extensive review of literature highlights that multilingualism is more than policy issue it is deeply connected with equity, inclusion, cultural identity, and learning.

English language education and multilingualism:

Additionally, reviews reveal paradigm shift in the perception of English under NEP 2020. Das (2025) reveals that NEP 2020 describes English as a "language of opportunity" within a multilingual framework, that emphasizes early native mother tongues instructions can reinforce cultural identity and enhances conceptual learning. Nevertheless, it highlights significant implementation obstacles, including lack of trained language teachers and socio-economic divide between private and government schools in terms of early English introduction.

Rajoriya (2025) also highlighted dominance of English in higher education, and it align with social status and mobility. This shows that though NEP 2020 emphasizes multilingualism, English continues to hold a crucial position in India's educational and socio-economic setting.

Technology for language and multilingual education:

Findings of research studies have also shown the major interconnection between digital innovations, multilingualism and language education.

Chandan and Malik (2023) found that NEP 2020 foster ICT-based language learning through digital tools such as language-learning apps, virtual labs, multimedia resources, SWAYAM, DIKSHA, digital classrooms. These digital initiatives have the capacity to shift teaching from traditionally teacher-centered approaches to more interactive and personalized learning pathways. Sarkar (2026) further demonstrates that technology can

promote multilingual education by providing learning materials and multilingual digital contents The study highlights that digital platform like- SWAYAM provides content in multiple languages including Hindi, Bengali, Tamil, Kannada, Assamese, Odia, and Urdu.

Implementation challenges:

Despite the positive potential identified across the literature, a recurring finding is the gap between policy vision and actual implementation. Teacher preparedness, shortages of trained teachers, digital infrastructure, availability of learning resources, rural-urban disparities, linguistic attitudes, curriculum localization, and community participation emerge as recurring challenges.

Halder and Paul (2026) similarly observed that although NEP 2020 has the potential to improve learning outcomes, social inclusion, cultural identity, and knowledge democratization, implementation continues to be affected by teacher preparedness, resource development, and societal attitudes towards languages.

Discussion:

The findings of the systematic literature reveal that the existing literature presents NEP 2020 as the policy framework to develop the India's learning system by maki g it more flexible, inclusive, multilingual, technology based and focuses learners needs. Among the reviewed literature, digital technology and multilingual education appear as two important domains of these changes.

The studies on technology-based education suggest that digital platforms like SWAYAM can make easy access to learning resources and provides learners with greater flexibility for learning. Yadav and Yadav (2024) emphasize learners' autonomy where students can learn at their own pace, place, and mode of study, while Dey and Panda (2026) focus on the potential of digital technologies to change the teaching and learning practices along with evaluation. These findings show that NEP 2020 does not want technology to just simply digitalize the traditional teaching practices, but it wants technology to reshape how teaching, learning, and assessment are carried out.

Moreover, the findings also reveal that access to technology does not mean that learning outcomes will improve. There are some issues such as digital divide, especially between rural and urban areas. There are also some other issues like high dropout rates from online courses (MOOCs) and problems related to internet connectivity, credit transfer, and assessment highlights that including technological in the education process is not enough. There needs to be institutional support, teachers training, learner support, and appropriate quality checks.

The second major topic, multilingualism indicates that NEP 2020 recognizes India's language diversity as an asset for the education system. The reviewed studies highlight that mother-tongue-based education can improve conceptual understanding, basic literacy, cognitive development, participation, and social inclusion (Bera, 2026; Nivedita, 2025; Rajoriya, 2025). Thus, multilingualism is not only as a means of preserving linguistic and cultural diversity but also as an effective teaching learning approach that can support learning process.

Similarly, the reviewed literatures demonstrate a gap between policy-level promotion of multilingualism and the continued dominance of English in society and education. Das (2025) highlights English as a language of opportunity while also emphasizing mother-

tongue-based education, while Rajoriya (2025) demonstrates the continuing importance of English in higher education. This shows that effective implementation of multilingualism in the country requires a balanced approach that supports regional and indigenous languages as well as to develop learners' English proficiency for better opportunity.

An important finding emerging from the reviewed literature is that multilingual education and digital learning together can bring changes and support learning. Digital resources can make the multilingual learning materials easily accessible and can address the issues related to the availability of educational resources in various Indian languages. Chandan and Malik (2023) highlighted that ICT can modernize language pedagogy, whereas Sarkar (2026) identifies that multilingual digital content as a support for the students from diverse linguistic backgrounds.

However, the reviewed literature reveals that the success of these changes greatly relies on teacher preparedness, infrastructural facilities, curriculum resources, institutional support, and community involvement. Singh (2025), Halder and Paul (2026), and other reviewed literature point out that educational policy provisions alone cannot ensure effective implementation.

An extensive observation of the existing literature shows that most of the studies were qualitative and policy oriented. This brings into notice that there is a need for more empirical research investigating how NEP 2020- contributes to the students' learning outcomes, teachers' classroom practices, use of technology, and students' language-learning, especially at the secondary-school level. The studies in the literature review table discuss the NEP 2020 potential to implement multilingual education and technology-oriented learning as well as challenges for the implementation process but few studies provide clear evidence regarding students measurable learning outcomes in particular school contexts. Future researches are needed to address these important gaps. Furthermore, there are only few studies that examine the relationship between language learning, multilingualism and digital technology together. These important areas of the policy are often studied separately. There is a need for interconnected studies to investigate how multilingual education and technology can work together to bring changes in the language learning and development of students learning outcomes particularly in secondary school level.

Conclusion:

The systematic review of literature shows that NEP 2020 represents a significant paradigm shift towards India's education system by emphasizing multilingualism, inclusivity, flexible learning, and technology- based education. The reviewed literature reveals the importance of digital platforms, MOOCs, mother-tongue-based education, multilingualism, and ICT-supported language teaching and learning. Digital platforms such as SWAYAM can provide easy access and flexibility in learning, while multilingual education and mother-tongue-based approaches can support deeper understanding, cognitive development, inclusion, and preservation of linguistic and cultural diversity.

Similarly, the findings of the existing literature show that the achievement of educational goals highly dependents on the effective implementation of the policy. Digital divide, lack of infrastructure, teacher shortages, teacher training, limited regional resources, language-related attitudes, and institutional barriers remain major issues.

Moreover, the reviewed literature suggests that the effectiveness of NEP 2020 does not only depend on the formulation of innovative policies, but it highly depends on the capacity to bring about transformative changes in the educational sectors and make provisions for the meaningful classroom practices. Therefore, greater attention is needed for teacher training, multilingual resources, digital infrastructure, locally relevant curriculum development, and evidenced based assessment of student learning outcomes. Future research can particularly focus on school-level education, especially secondary-level contexts, as there is limited evidence-based studies regarding the actual implementation multilingualism and integration of technology for the effective development of education system and students learning outcomes and language learning. Government of Assam is also taking steps to promote multilingualism and digital technology at the school level. Textbooks are provided in Assamese, English and other languages of the state like Bodo, Karbi etc. As well as in English textbooks up to class 8 include prose and poetries related to the regional context. Live digital classes are also being provided for class 6 to 10 to provide learning opportunities through technology.

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