

Impact of Digitalisation on Indian Education System

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Abstract: After 1990, the Government of India started focusing on citizen centric services through e-governance system. Infrastructure facilities were ensured along with the development of information technology and computerization. In the year 2006, 24 mission mode projects were implemented related with agriculture land, education, health, passport, court, municipality, commercial tax, treasury etc. Keeping in view the improvement in these projects, the Digital India program was launched on 1st July 2015 by the Hon'ble Prime Minister Shri Narendra Modi. The impact of digitalisation is affecting every region of the country. The importance of digitalization for the convenience of the students in the modern era is undeniable. Various electronic devices, internet facilities and technologies have paved new way for digital education. Instead of the traditional education system in schools and colleges, new technical education has started to be adopted. The online platform is available 24×7, so the students can participate whenever convenient, since they are not tied down to a fixed schedule. We can easily take advantage of online education with the various electronic gadgets we use in our daily life, they are also eco-friendly. Change is the rule of the world, so it is best to move forward by adopting it. This paper analyses positive and negative impact of digitalization on Indian Education System. Primary data is collected from the education sector by lectures and students about how much they like emerging technologies in education system.

Keywords:- Digital India, Digitalisation, Education, Advantages, Technologies.

1. INTRODUCTION

Digital India program is one such initiative started by the Government of India which has brought a digital revolution all over India. This program was started by Hon'ble Prime Minister Shri Narendra ji Modi in July 2015. For the all-round development of the country, 9 pillars were constructed under it and they were divided into different parts. Along with all round development, attention was also paid to digitization of education. In addition to the traditional black board technique of education, books were converted into e-books. The maximum benefit of this was being used to get education sitting at home during the corona epidemic. Using many applications like Google Classroom, Zoom Meeting App, teachers provided online education to the students sitting at home. The government is also providing NCERT online textbooks for classes 1-12 by using E-pathshala.

2. LITERATURE REVIEW

C. K. Hebbar(August,2020) ” Impact of Digital India on Education System” In his research, he has used both primary and secondary data to study the impact of digital India on education. In research, he described the benefits, techniques of Digital India and obtained information about Digital India from the respondents and found out that traditional technology should also be used along with various new dimensions of education. According to the need of the time, necessary changes should be made in the digitization of education.

Dr Puja Ahuja (2015) “The Digital Revolution and Its Impact on Education” In his research, he has described the new changes brought about in the field of education by the digital revolution. By studying the benefits of digitization, its positive and negative effects on education have been described.

Shailaj Kumar Shrivastava, Chandan Shrivastava (January 2022) “The Impact of Digitalization in Higher Educational Institutions” in their research they studied about digital learning tools, digital smart learning environment and government digital initiative. In research, they found that only 15% of the institutions are adopting Digital India initiatives for education. Digitization is not implemented in higher education due to various reasons like use of different languages, lack of data security, lack of IT staff, use of unlicensed software etc.

Rishabh Gandhi “Impact of Digitalisation of Education on Teachers in India” His research has tried to find out the effect of digital education on teachers. In his study he use PESTELE Analysis, and Cost-Benefit Analysis to found out to explore the effect of pandemic pedagogy on teachers on various grounds. In his research, he found that both teachers and students have benefited from digitization in education during the corona pandemic.

In addition to the above research, the efforts made by the Madhya Pradesh government for digital education and in relation to digital education, the attitude of the beneficiaries of Indore district is being studied.

3. OBJECTIVES

To know that the beneficiaries are aware of digital education.

Finding out the profitability of online education during the corona pandemic

To know the change in the level of education due to digitization

Effect of digitization on the educated people.

4. HYPOTHESIS

HO₁ Digitization has had a positive impact on the Indian education system.

HO₂ All the beneficiaries know about the E-Pathshala under Digital India program.

5. RESEARCH METHODOLOGY

Collection of primary data has been obtained from 151 respondents of Indore district through questionnaire. Statistical tools like percentage, tables, graph and mode have been used to analyse the data.

6. INITIATIVES TAKEN BY MP GOVERNMENT

During Covid-19 lockdown, the School Education Department of Madhya Pradesh Government has started the flagship programme 'Hamara Ghar Hamara Vidyalaya'. Under this, such schemes were run so that students could complete their study work sitting at home at an uninterrupted pace.

WHATSAPP BASED DIGILEP PROGRAMME - Under this program, 21 lakh parents of children up to class 1-12 were added to it by creating 50000 WhatsApp groups. According to the daily objectives of these groups, reading material was provided through YouTube playlists. Through this 7 lakh views are seen daily. Teachers are also in direct contact with students every day.

TV CLASSES FOR GRADE 6-12- In May 2020, TV classes were telecast for class 9-12. On DD MP. This classes covering 1hour each for class 9-11th and 2 hours for class 12th. From December 2020 it was also started foe classes 6-8.

RADIO SCHOOLS FROM CLASS 1-8

From April 1st, Radio School has been launched for all classes, under which 1 hour for academic input and organized co-curricular activities till 5-5:30 pm.

WHATSAPP BASED ASSESSMENTS

MP launched a WhatsApp based assessment tool in partnership with ConveGenius to supplement learning through Human Growth Hormone Variant (HGHV) and assess the learning improvement among students. Through this tool, students can take weekly quizzes. These quizzes have been launched for Hindi and English for classes 1-8 and English, Hindi and Maths for classes 9-10.

Apart from this, YouTube videos were sent as a remedy to give knowledge to the students who could not answer the questions correctly. By this programme 13 lac students completed quizzes every week, with average performance being 75.25% in Hindi, 72.75% in Maths and 44.27% in English.

DIGITAL ORIENTATION AND SUPPORT FOR PARENTS AND TEACHERS

Opportunities for learning and development of teachers were provided by organizing online “Shaikshik Samvaad” at the state and block levels. Under this program, a parent oriented program was additionally organized through DD MP and Air. For parent’s engagement of 1st to 3rd standard students, “Top Parent App” was launched for focus on foundation literacy and numeracy of parents. This app providing simple solution via video, games and recommending easy, cost free digital solution.

ONLINE ACTIVITIES FOR CWSN (CHILDREN WITH SPECIAL NEED)

For the parents of CWSN students online training and orientation session were organized at state and district level in association with the NGO Sightsavers. For state level session 50 parents from each district were invited. In this session they discuss the problems faced by CWSN students take their input on the solution.

ONLINE PARENTS- TEACHER MEETING

After the completion of revision test and half yearly examination online PTM was conducted to discuss results and marks obtained by students. Parents also take feedback of their children regarding improvement of academic performance.

CM RISE TEACHER PROFESSIONAL DEVELOPMENT

This programme based on teacher’s need and realities for maintaining continuity of their training and professional development. The school education department is supported by NGO Peepul for programme strategy and implementation. Teachers received digitally verified certificates on completion of this course. There are three parts of each course (A) Pre-work (B) Course session and (C) post work.

Apart from these 18 courses of training and development 18 additional modules of NISHTHA (NCERT’s – National Initiative for School Head Teacher’s Holistic Advancement) has also supported.

More than 295000 government school teachers have enrolled with more than 95% course completion rates. Through NISHTHA modules 12 million hours and 4.5 million courses completed.

DIGITAL MONITORING OF PROGRAM IMPLEMENTATION

“Shiksha setu” app with existing “M-Shiksha Mitra” app for teachers under :Humara Ghar Humara Vidyalay” programme. Through this module, teachers and HMs have to report their involvement and the progress of their learners.

“Shala Darpan” school monitoring app was developed for each office of every division, district, block etc. they were responsible for observing and reporting the fulfilment of GHV;s responsibilities.

7. DATA ANALYSIS AND INTERPRETATION

For the fulfilment of objectives and hypothesis testing we were collect data of 151 repondents of Indore city of Madhya Pradesh. Data interpretation is as follow:-

Table 1. Profile of respondents based on gender, age, source of Income occupations and education

	Frequency	Percentage
Gender		
Male	72	47.7
Female	79	52.3
Total	151	100
Age Group		
21-30	74	49
31-40	49	32.5
41-50	20	13.2
More than 51	8	5.3
Total	151	100
Source of Income		
Government Job	11	7.3
Private Job	56	37.1
Business	15	9.9
Professional	19	12.6
Student	32	21.2
Other	18	11.9
Total	151	100
Educational Qualification		
Secondary	5	3.3
Higher Secondary	13	8.6
Graduate	38	25.2
Post Graduate	79	52.3
Other	16	10.6
Total	151	100
Residence		
City	115	76.2
Town	25	16.5
Village	11	7.3
Total	151	100

Table 1 provides profile of respondents based on gender, age group, source of income, educational qualification and residential status. Out of 151 respondents there are 72 male and 79 female not much difference between them. 49% respondents were found from age group of 21-30 years old that means most of the respondents are young. The 52.3% respondents have post graduate and more educated. On the basis of their educational qualification 37.1% respondents were earning from private sector jobs. The 76.2%

respondents were belonging from city so it proves that most of the respondents are highly qualified and they can provide sufficient and reliable information. It also indicate that they can understand the theme of digitalisation and it's impact on indian education system.

Table 2 Basic information regarding Digitalisation and education-

	YES	NO
Do you have a smartphone?	151	0
Do you use internet facility?	150	1
Are you aware of Digital India Programme?	141	10
Has online education and working from home proved beneficial in Corona pandemic time?	106	45
Has digitalisation benefited Indian citizens?	143	08

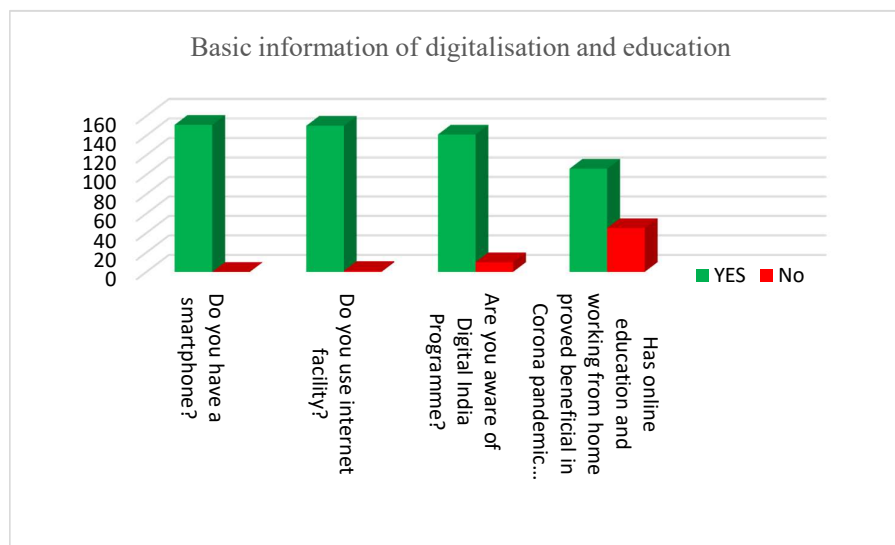


Table 2 from the above table and graph it can be easily said that most of the respondents are aware of the digitalisation. Out of 151 respondents 151 respondents having smartphone and 150 respondents are using internet. It show that all respondents of city, town and village are using smart phones with internet facility.141 are aware of digital india programme launched by indian government. 143 respondents are agree that digitalisation is beneficial for Indian citizens. Out of 151 respondents 106 are agree with benefits of online education and work from home facility during Corona pandemic era so 2nd objective is fulfil that online education during the corona pandemic was beneficial.

From the above discussion 1st objective is find out that the beneficiaries are aware of digital education and it is clearly said that Indians are using digitalisation facility and agree with educational benefits from digitalisation.

Table 3 Increase in the level of Education?

	Frequency
Strongly Agree	58
Agree	62
Neutral	23
Disagree	8
Strongly Disagree	0
Total	151

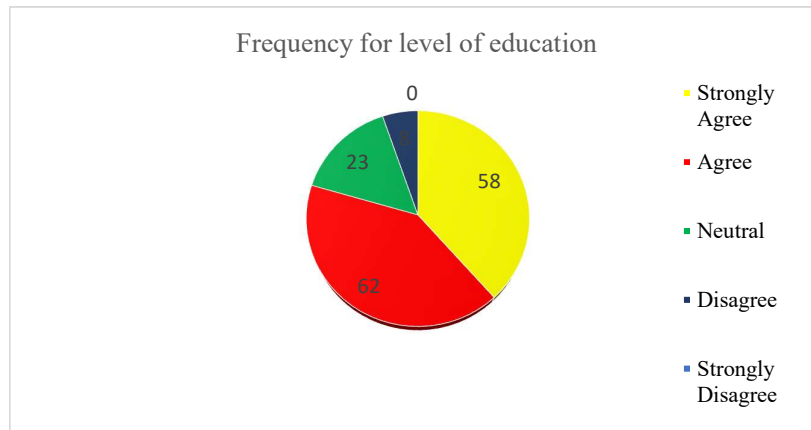


Table 3 from the above table and chart it is clearly show that 62 respondents are agree and 58 are strongly agree that digitalisation has increase the level of education. 23 respondents are neutral at this point and very few 8 are disagree with the same. Majority of respondents indicates that because of digitalisation education level increased and 3rd objective was completed with this study.

Table 4 Increase in Education facility?

	Frequency
Strongly Agree	63
Agree	70
Neutral	11
Disagree	7
Strongly Disagree	0
Total	151

Table 4 shows the opinion frequency of available education facilities in India. Mode in the above table indicates that 70 respondents out of 151 are agree that digitalisation increase the facilities of education. Most of the respondents know about education related applications available in smartphone play store. Google classroom, zoom and Google meet are very common for online classes during the pandemic time.

Table 5 Use of E-Pathshala?

	Frequency
Frequently	31
Often	35
Sometimes	35
Rarely	15
Never	35
Total	151

Table 5 show frequency of the use of E-Pathshala App high frequency of 35 for often use, sometimes use and never use show that most of the beneficiaries were know about the E-Pathshala app and they are using it for NCERT online books available on it So it can said that it is a useful app. Very few respondents were rarely use it and 35 respondents were not using it

So the HO₂ that all the beneficiaries know about the E-Pathshala under Digital India program has been accepted because of majority of respondents in fever of frequently and often use of E pathshala app.

Table 6 for the educated after Digitalisation

	Frequency	Percentage
Employment has increased?	44	29.1
Employment remain the same?	17	11.3
Getting educated and encouraged to do computer work?	49	32.5
Every citizen has their own smartphone and all have understood digitalisation?	41	27.2
Total	151	100

Table 6 shows the views of educated people conditions after digitalisation. Out of 151 respondents 49 are agree that beneficiaries get educated and encourage to do computer work with latest technology, they make this work as their main source of earning. 44 are agree with employment generation after digitalisation. 41 respondents agree that every citizen has their own smartphone and all have understood digitalisation. So it is clearly said that beneficiaries having their own smartphone and having enough knowledge for education and work after completion of education. Objective 4th have achieved that it positively effected the educated people.

So that HO₁ Digitization has had a positive impact on the Indian education system.is accepted.

8. CONCLUSION

From the above discussion and data analysis we can say that there is a positive impact of digitalisation on Indian education system. In any area of our country like city, town and village we can easily see the impact of digitalisation. All of us are living in digitalised economy and having proper knowledge of using internet facilities for education. For any information any topic we are using internet. Children are also using different kind of applications for their studies. There are parents oriented application also available by google play store. Government also taking many initiatives for the same. So it is concluded that digitalisation having a positive impact on Indian education system.

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