

**Critical Evaluation of 'Digital India' in the selected cities and Villages of  
Karnataka**

**Malleshappa P. Baligar**

**Assistant Professor, Dept. of Sociology,**

**AW University, Vijayapura.**

**Assistant Professor.**

**Abstract**

*In the present scenario, most of the routine activities are somehow governed by the electronic gadgets based on internet, from waking up in the morning till a person goes to sleep digital components use to cater a number of needs. This can also be seen in the form of online shopping, e-payment of utility bills, money transfer from one account to another, ICT enabled education, e-learning, business done through video conferencing and the list is endless. The world has become smaller due to Internet and digitalization. The human beings have realized the benefits of digitalization. They understand that digitalization of a process or transaction is faster, economical and secure. This is driving the citizens of the country to progress towards Digital Economy. Digital Economy is the umbrella term given to all the economic and social activities performed by people utilizing Information and Communication Technologies. This present study is based on the evaluation of a high end initiative of Government of India, known as 'Digital India' and impact of the same on the school education. Opinion of the teachers in this regard is considered as important component and the same is being evaluated in rural and urban setting.*

**Keywords:** DigitalIndia, school education, mode of learning.

## Introduction

Digitalization is the trending term in 21st century. Right from a child to an experienced old person, they are surrounded by laptops, computers, tablets and smartphones. As a matter of fact, education system is the latest recipient of digitalization in the country, as we all know that for any given country education works as a foundation stone and it is having the efficacy to inculcate knowledge in a person, on the basis of which he or she can become a contributor in the economy of a country. In different time periods the education system of our country has undergone a number of changes and took the present digital form. As we can see around us that today the students are not dependent on text books and at times even on teachers, rather they are having digital platforms to solve their queries. It can also be said that the present need of ready knowledge can be fulfilled only by the use of digital platforms. Students are making the use of digital tools and Internet in the form of e-learning courses, digital textbooks, and interactive animation videos and integrating ICT in classrooms. The traditional classrooms are getting transformed to 'smart' classrooms. However, this process of digitalization has not touched the rural areas of India effectively and in order to bridge the gap of knowledge between rural and urban areas 'Digital India' is a tailor made program from government of India which will connect the farthest villages through internet.

## About Digital India

The purpose of "Digital India" program is to make the country more powerful in terms of knowledge and skills so that our students can face the challenges at national and international level. The program is determined to focus on the following areas:

### - Providing digital infrastructure to all

The Government of India's vision is to see the most secluded, inaccessible village to be connected by high speed internet and broadband facilities. This will help in achieving social inclusion and financial inclusion of the rural areas. This also ensures that there is uniformity in the services provided to urban and rural areas. Education sector will be highly benefitted by the establishment of internet connectivity in the remote areas. They will be able to access the latest technologies and be on the same page as the urban areas.

**- Providing services on Demand**

It is the commitment of government authorities that all the citizens should be able to access the public services anytime, anywhere. They aim that for achieving a complete digital economy, there is a need for making all the financial transactions electronic and cashless, accessing all the public services through online platforms, enabling the portability of the person's entitlements and make it available in cloud platform.

**- Digital Empowerment of Citizens**

The Government through the Digital India program aims at achieving digital literacy among all the citizens of the country to empower themselves. Digital literacy will also help them in securing better jobs, thus achieving economic development. The Government has also established many Common Service Centers (CSCs) to achieve digital literacy.

**National Policy on ICT in School Education**

World's apex agency UNESCO states that ICT is the combination of IT and communication technology. In the present scenario there is no one who can deny the application of ICT in the present system of education. Most of the developed and developing countries around the globe have identified the effectiveness of ICT in the respective education system of their country. The main aim of ICT policy is to prepare a visionary set of students who are able to take all the challenges at national and international level and can work for the betterment of future of the country.

The goals of the National ICT policy are as follows:

1. To develop ICT curriculum and induce it as a part of the school curriculum
2. To provide access to state of art ICT infrastructure in all schools.
3. To motivate teachers by provision of National ICT awards
4. To set up smart schools and promote the ICT integrated teaching and learning process
5. To develop digital learning resources, which involves the contribution of various agencies like NCERT, etc.

As per the policy, the trainings related to ICT, which will be provided to the teachers and students, can cater to basic, intermediate and advanced levels. Where the basic levels can cover topics related to basic operations of computers like switching on and off a

computer, creation of word file and saving it to store data, organizing files, connecting to and disconnecting from a network, launch web browsers etc. and the intermediate level can include topics like produce legitimate content in digital form. Then the advanced level training comprises of topics like operating databases, etc.

**Initiatives taken till date****Major Websites and applications:****e-Basta**

To be consistent with the Government's Digital India initiative, this project has been created to make school books approachable, easy-to-use and user-friendly. e-Basta books are available in digital format. E-Bastas can be accessed on various gadgets like laptops, etc. The participants of the e-Basta framework are publishers, schools, teachers and students. The e-Basta app can be easily downloaded by the students from all over the world. The contents required are selected by the schools and teachers.

**Saransh**

This is available for the students of CBSE board. 'Saransh' caters the schools to assess their performance and they can compare it against all CBSE schools at various levels. With the help of 'Saransh', schools can find areas of development in students, teachers and curriculum and work on necessary measures to make changes.

**E-Pathshala**

It is an app developed by NCERT. This app is house for different kinds of quality textbooks, audios and videos. It addresses a wide audience and also helps in bridging the digital divide between urban and rural areas. It has variety of accessibility options. It can be accessed through mobiles (android or IOS) or through web platforms on laptops or desktops.

**e-Education**

Digital India aims to connect all the schools in India through Wi-Fi and broadband facilities. This again ensures that all the schools, be it in urban or rural, are able to access the state of art facilities and become familiar with the latest technologies

**Literature Review**

**Report DIOC (2018)**the report states that Digital India program is the beginning of digital innovation, modernization and development. If the Digital India program is implemented correctly, it can change the face of India and make the world look at India in a different perspective. Digital India has the capacity to enhance GDP up to \$1 trillion by 2025. Digital India would enable inclusive growth by providing access to better educational facilities. People who had to quit school education can make use of online educational facilities like Swayam. This would in turn increase the literacy rate in India.

**Mahendru(2018)**the author states that more than 80% of the surveyed students are in the process of using internet for their educational needs and they also find this medium interesting enough as far as learning is concerned and also they find it more easy to access. This was a study conducted in Dhule district and the motive was to evaluate the impact of digitalization in the schools. The findings of the study also stated that the respective students are able to memorize the concepts for a longer period of time as compared to text books. \

**Tiwari et al (2018)**the SOSEB came up with a mobile van having the audio visual facility and the van is designed to spread awareness about Digital India program and explain about the importance of ICT in education. It also has provisions of video conferencing facilities to connect to the experts. It is aimed at overall rural development of the villages by providing information to the farmers regarding best practices and welfare schemes. Digital Literacy of the citizens play a vital role in the success of the Digital India program. The Government is taking steps to encourage the people to become digital literates.

**Sharma et al (2018)**highlights that government is planning to give training to around 100 million people belonging to smaller villages and towns. This is because there is a scope for many employment opportunities in the IT sector in the forthcoming years. Digital India is expected to decrease the unemployment ratio in the country. Digital India also has the capability to bridge the skill gap which is arising due to the mismatch between the employers' and prospective employee's perspectives.

## **Objectives**

- To review the initiatives taken by the Digital India program in terms of school education.
- To know the opinion of teachers with reference to digital education in schools.

## Hypothesis

H<sub>0</sub>: There is a significant relationship between digital education at school level and mental growth of students.

H<sub>1</sub>: There is no significant relationship between digital education at school level and mental growth of students.

## Research Methodology

### Sources of Data

Research is a two way process i.e. once a person explores data it starts to give a better insight of the topic at hand. On the other hand there are a number of avenues that are explored by the researcher to follow the trail related to existing data. In this present study, the researcher found a particular number of studies that are related to the performance of teachers at primary and secondary level. Apart from the said stature of secondary data some amount of primary data was also collected.

### Secondary Data

Secondary data is another form of data exploration where many of the available sources of data are touched in order to get a better insight of the topic at hand. As far as secondary data is concerned, many of the research papers (*national and international*), reports published by different agencies like FICCI, NCTE, NCERT, UGC, etc. some of the articles from newspapers and magazines were also referred.

### Primary Data

Primary data is the first hand data collected from the selected respondents, in this present study the main respondents are the teachers working at selected secondary schools.

### Sampling Area

The area of sampling is cities and some villages of Karnataka where any of the facility related to digital India is available in the form of websites or other electronic gadgets.

**Sample Size**

Sample size in the present study is 100 respondents; this sample size is taken to become comfortable in the analysis section.

**Statistical Tools**

One way ANOVA (*Analysis of Variance*).

**Summary of ANOVA Results<sup>H 1</sup>**

| <b>Age/Class of Students</b>                               | <b>F</b> | <b>Sign.</b> |
|------------------------------------------------------------|----------|--------------|
| Problem in accessing websites                              | 1.463    | 1.721        |
| Up-dation of content                                       | 1.378    | 1.902        |
| Easy to understand                                         | .349     | 2.773        |
| Appropriate training is provided to the teachers           | 1.006    | .903         |
| Recall value is high for students                          | 2.735    | 3.448        |
| Content is in symmetry with curriculum of respective board | 1.764    | 1.982        |
| Query handling is satisfactory                             | .791     | 1.328        |
| <b>Medium of Instruction</b>                               |          |              |
| Problem in accessing websites                              | 1.281    | 2.2001       |
| Up-dation of content                                       | .972     | 1.583        |
| Easy to understand                                         | 1.641    | 1.468        |
| Appropriate training is provided to the teachers           | .973     | 1.238        |
| Recall value is high for students                          | 2.563    | 1.971        |
| Content is in symmetry with curriculum of respective board | 1.662    | 1.717        |
| Query handling is satisfactory                             | .529     | 1.802        |
| <b>Board of Education</b>                                  |          |              |
| Problem in accessing websites                              | 1.682    | 1.945        |
| Up-dation of content                                       | .072     | .391         |
| Easy to understand                                         | 1.721    | 2.401        |
| Appropriate training is provided to the teachers           | .118     | .261         |
| Recall value is high for students                          | .407     | 1.030        |
| Content is in symmetry with curriculum of respective board | 2.763    | 2.527        |
| Query handling is satisfactory                             | 1.571    | 1.493        |

**Interpretation**

As can be seen from the above given table of ANOVA results, that in most of the cases the value of 'F' Ratio is generally less than the 'Sign.' Value. This implies that for all most cases the respective respondents are positive towards the point in question.

As far as age or class of the student is concerned, generally all the students in a given class are of similar age group and most of them are having similar level of IQ. Most of the teachers stated that the digital formats are having satisfactory content on the different available formats. They also stated that this mode of learning is easy for the students and even the recall value of the same is more than the content given in text books. Then on the other hand the respective teachers also stated that they were provided proper training before presenting the same to the students but the respective training was not revised in conjugation with the changes made in the content.

Most of the respondents stated that the digital formats of learning are available in regional languages as well but apart from the state language other languages are not entertained in digital formats. Though English is the common language of instruction but at times few concepts are clearer in the regional language. Rather the respondents do not state this as a major issue but it is a genuine issue and the respective agencies should take care of the same.

## **Result**

As discussed above it can be stated that digitalization in the field of education has been a success to a great extent, on the other hand there are some issues related to the fallacies of internet and network. On the basis of same the null hypothesis '*There is asignificant relationship between digital education at school level and mental growth of students*' can be accepted and the alternate hypothesis can be rejected.

## **Conclusion**

The traditional classrooms are getting transformed to '*smart*' classrooms. However, this process of digitalization has not touched the rural areas of India effectively and in order to bridge the gap of knowledge between rural and urban areas '*Digital India*' is a tailor made program from government of India which will connect the farthest villages through internet. The surveyed respondents stated that this mode of learning is easy for the students and even the recall value of the same is more than the content given in text books. There are some issues related to training of the teachers in the respect of digital education, as they were provided proper training before presenting the same to the students but the respective training was not revised in conjugation with the changes made in the content. There are many related



component which are needed to be taken care of at this stage as well. Overall it can be said that it is a great initiative from the side of government of India and in the near future generations will be benefitted by the same.

## References

1. Neelam Singh and Himanshu Singh (2017) Education Sector And It Is One Of The Hurdles In Digital India, Kaav International Journal Of Economics, Commerce & Business Management
2. Digital India retrieved at [www.digitalindia.gov.in](http://www.digitalindia.gov.in)
3. DI Initiatives retrieved at <http://digitalindia.gov.in/di-initiatives>
4. Digital India Program: Importance and Impact retrieved at <https://iasscore.in/national-issues/digital-india-program-importance-and-impact>
5. Digital India: Opportunities & Challenges retrieved at <http://iec.edu.in/blog/digital-india-opportunities-challenges/>
6. Digital India Program vital for students: School Education Minister retrieved at <https://www.dailypioneer.com/2018/stateeditions/digital-india-program-vital-for-students-school-education-minister.html>
7. Digital India impact on education sector (2017) retrieved at <https://bulletinxp.com/trending/digital-india-impact/>
8. How Digital India impact on Education Sector (2017) retrieved at <https://www.zeroerp.com/digital-india-impact-education/>
9. E-Basta retrieved at [www.ebasta.in](http://www.ebasta.in)
10. Eugenio Severin C. (2010) Projects for the use of Information and Communication Technologies in Education retrieved at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.844.7055&rep=rep1&type=pdf>
11. National Policy on ICT in Education (2012) retrieved at [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/revised\\_policy%20document%20of%20ICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20of%20ICT.pdf)