

PERFORMANCE OF DIGITAL MEDIA IN RURAL EDUCATION SYSTEM IN INDIA**R. Prabakaran¹, Dr. M. Mahalakshmi²**

¹Ph.D research scholar, Dept. of Economics, A.V.C College (Auto.), Mayiladuthurai,
E mail: prabakaranr40@gmail.com

²Assistant Professor& Research Advisor, Dept. of Economics, A.V.C College (Auto.),
Mayiladuthurai, E mail: drmmavc@gmail.com

Abstract

“Education is a progressive discovery of our own ignorance”. Education is the process of learning, which is not limited to our curriculum. It is a holistic process and continues throughout our life. Implementation of Social Media into Education in contemporary world, many educational establishments are began to embrace social media into their everyday life. Even the routine happenings and events around us educate us, in one manner or in the other way. Education makes a worthy contribution to our lives, by making us responsible citizens. They get to know our history and culture through education and imbibe those values. Education opens our mind and expands our horizon and removes our ignorance.

Keywords: Education, Humongous, Telecom, Social Media, Infrastructural, Establishments.

¹**R. Prabakaran**, Ph.D research scholar, Dept. of Economics, A.V.C College (Auto.), Mayiladuthurai,

²**Dr. M. Mahalakshmi**, Assistant Professor& Research Advisor, Dept. of Economics, A.V.C College (Auto.), Mayiladuthurai,

1. Introduction

India has a wide Telecom base, cheap call rates, cheap mobile handsets but the internet penetration in rural parts is comparatively low. India is still around 25% in rural India, against 65% in urban India. So far, policymaking efforts have largely focused on overcoming infrastructural barriers to rural access. The main problem lies with the implementation of the ICTs and internet in remote areas of India. In a wide sense, information and communication technologies (ICTs) in education can be defined as “a wide set of technological tools and resources used to communicate, and to create, store, and manage information”. It also sweeps away ignorance of the people makes the lives better and literacy of a county is an asset for the county and educated citizens will play an important role in the national economic growth. It Makes Better Citizens, Ensures A Productive Future, Spreads Awareness, Helps In Decision-Making, Bolsters Confidence.

2. Mass Media and Education Mass Media in India

Television programs, Internet websites, Feature-length films, Newspapers, Music tapes and CDs, Magazines, Billboards, Radio programs, essentially, a tool and technology which is used by someone to transmit a message to a large external audience is called mass media. Nowadays, many educational establishments are beginning to embrace social media into their everyday life. It is a well-known fact that Twitter, Facebook and Whatsapp are considered to be the quickest ways of finding information that provides a great value for all students. Remarkably, these websites are easily used for creating a discussion in the classroom. Here it is possible to create a chat room later and scheduled to open at a particular time. All teachers can easily provide new stories from any of these online sources and the students can put questions in order to develop the discussion further. Thus, the professors here are welcomed to suggest the writing projects that are to be fulfilled by the students within deadlines. From these, one of the biggest assets of social media tool lies in bringing together the students of all ages to help them with all types of assignments, starting with the homework and finishing with different researches.

3. Objectives of the Study

1. To study the role of Digital Media in Education system.
2. To know the use of Media in Rural Education in India.
3. To study the challenges of Digital Media in Rural Education System.

4. Research Methodology

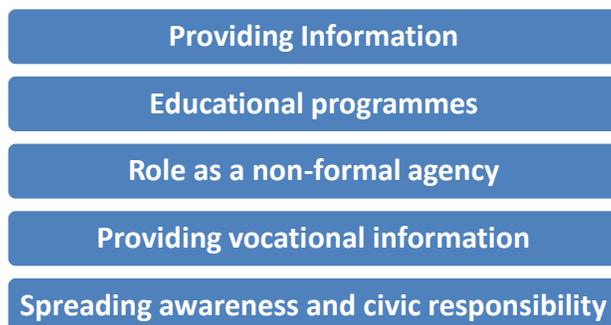
This study is descriptive in nature. The relevant secondary data are collected from various Research Papers, Journals, and Publications, different Online News reports, and Government Websites.

5. Literature Review

Digital India: Opportunities & Challenges (2018), states that Digital India programme is the beginning of digital innovation, modernization and development. If the Digital India programme 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. **Digitalisation of Education (2018)** mentions understands the impact of digitalisation in the schools. They have done an in-depth analysis to examine the pros and cons of digitalizing classrooms in Indian schools by studying the mechanism adopted, stakeholders involved and its effect on overall quality of elementary education. They concluded that around 84% of the students preferred the use of multimedia. They were very attracted and interested towards learning about the related concepts when they saw the pictures and videos related to the topic being taught. They also found that the students were able to remember the concepts for a longer time. The teachers felt that the technology aided education was easier than the traditional way of teaching. The involvement of the parents had also increased after the exercise of digitalisation in schools. The parents were more concerned about the education of their children. **Digital India Prog vital for students (2018)** states Director of State Open School Education Board PR Tiwari stated that the World on

Wheel Entrepreneurship Development Institute of India, Hyderabad has made a mobile van available to Madhya Pradesh State Open School. The main aim of this mobile van is to spread awareness about Digital India programme 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 plays a vital role in the success of the Digital India programme. The Government is taking steps to encourage the people to become digital literates. States that Jawahar NavodyaVidyalayas in collaboration with Samsung has given the breath-taking experience and feel of ICT, digitalized tools to around 2.5 lakh students and they have also trained around 8,000 teachers. Many students are getting benefitted by this initiative. There are around 500 Jawahar NavodyaVidyalayas in the rural areas which are helping the students in improving their digital literacy skills. The students are getting exposed to latest technologies and able to understand the concepts in a better way. The visualization of concepts helps them in improvising their interactions with the students and teachers. The teachers feel that the school dropout ratio and absenteeism has reduced due to the efforts of Digital India in bridging the gap arising due to digitalization between rural and urban areas.

6. The Use of Digital Media in Rural Education



Media help in disseminating information for the mass, it also People acquire different knowledge very quickly. Media help in providing vocational and professional information to a larger group of the community. People can be aware of different problems of the society and their role in changing society through mass media. People know their rights and duties for the nation clearly. Mass Media help in forming suitable habit for different programmes and they

utilize their leisure time in a productive way. It also influences the behavior of the people through different programmes. Now in an advanced society mass media are not treated as informal agencies of education. They are called non-formal agencies due to its wide coverage of educational items in a systematic way. It is viewed that these media can substitute the classroom teaching in future.

7. Challenges of Digital Media in Rural Education in India

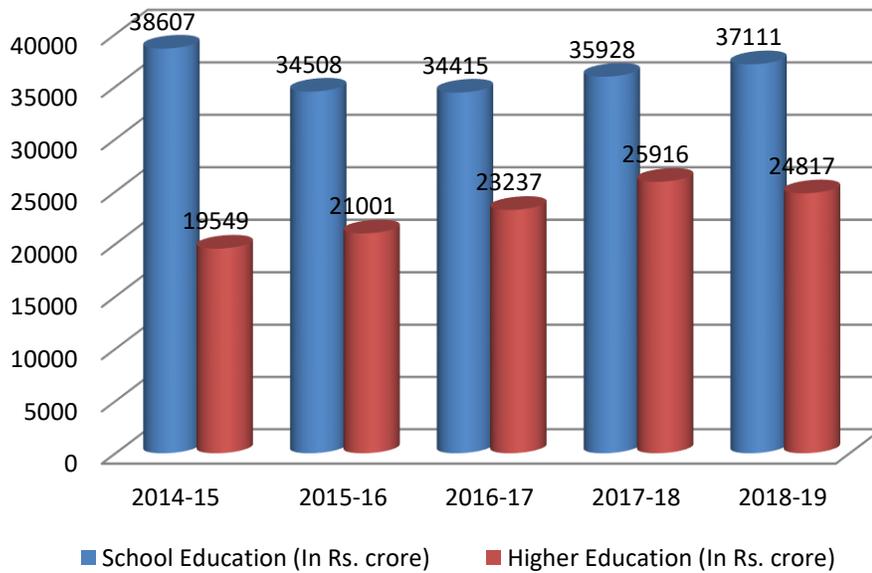
According to Census 2011, almost 70% of India's population still lives in rural areas, spread across 600,000 -plus villages. India can provide a humongous telecom customer base, the in urban India is 64.84%, in rural India penetration was still only 20.26% by December 2017, according to the Internet in India 2017 report by the Internet and Mobile Association of India (IAMAI) and Indian Market Research Bureau (IMRB) Kantar. The stagnant state of rural education itself has been a major concern for educational policymakers in India. Pratham's Annual Status of Education Report (ASER) 2016 revealed that despite increased enrolment, a significant proportion of children in Classes 1 to 8 in government and rural private schools could not read text suitable for Class 2 students or do simple arithmetic their age-group may be expected to do (Mody 2017). The high rate of dropouts, nearly 50% by age 14-compounds this problem. Hence, for the vast majority of rural students who attend government schools, the acquisition of ICT skill-sets and facilities remains a distant dream.

Table-1 Spending on School Education

Year	School Education (In Rs. crore)	Higher Education (In Rs. crore)
2014-15	38607	19549
2015-16	34508	21001
2016-17	34415	23237
2017-18	35928	25916
2018-19	37111	24817

Source: Government of India Budget Documents

Chart-1
Spending on School Education



In the Rural education landscape, teachers are the most important stakeholders. However, teachers in rural schools are not sufficiently trained, and often overburdened with multiple roles such as administering mid-day meals, assisting in immunization programmes, and social awareness. India’s National Policy on Education 1986 stressed the need for educational technology to improve access, standard and governance of education, with the focus on implementation of ICT schemes and programs, including technical education. A number of surveys have highlighted infrastructural deficiencies such as small size of classrooms, non-availability of continuous electric supply, non-availability or poor quality of hardware, software or e-content and insufficient time to integrate ICT with the knowledge dissemination framework. Most schools in rural areas are run by the government. The involvement of the private sector in rural education is very limited. The government appoints ad hoc teachers instead of permanent ones, who are poorly paid, compared to the remuneration of a full-time trained graduate teacher (TGT). Non-permanent teachers have no future prospects and thus no motivation to excel in teaching. This leads to dissatisfaction, eventually resulting in a dearth of teachers because they move away to more permanent jobs. Exemption of candidates from Teachers’ Eligibility Test (TET) several states have exempted candidates as only 20% of aspirants clear the TET. This has led to deteriorating teacher quality. As most web-based

resources are in English, it is important to focus on content development in regional languages. Teachers in rural areas may face certain challenges, such as limited training in using digital tools, exposure to technology, and apprehension of new modes of teaching. Therefore, it is crucial to impart adequate technology training to teachers. This can be done by means of training programmes initiated by the government as well as by non-governmental organizations (NGOs) and Corporate Social Responsibility (CSR) arms of corporates.

In the Union Budget for 2018-19, the government's focus has been towards improving the quality of education by integrating technology. It has allocated Rs 456 crore for digital education. The emphasis on the need to graduate from blackboards to digital boards signifies the role that technology must play in improving the quality of education. The centres as well as all state governments are making concerted efforts in this direction. Under 'E-Kranti', one of the major pillars of Digital India, the government of India has collaborated with various telecom service providers to empower remote areas of the country with basic infrastructural set-up for internet services. However, more efforts are needed, since only 9 percent of rural India has access to the Internet. The role of NGOs in spreading digital education tools across Indian villages is also noteworthy. NGOs are making efforts alongside the government in the field of digital education in rural India. The collective efforts of the government, NGOs and CSR wings of corporates have begun to steer rural India towards achieving better and more effective use of digital tools.

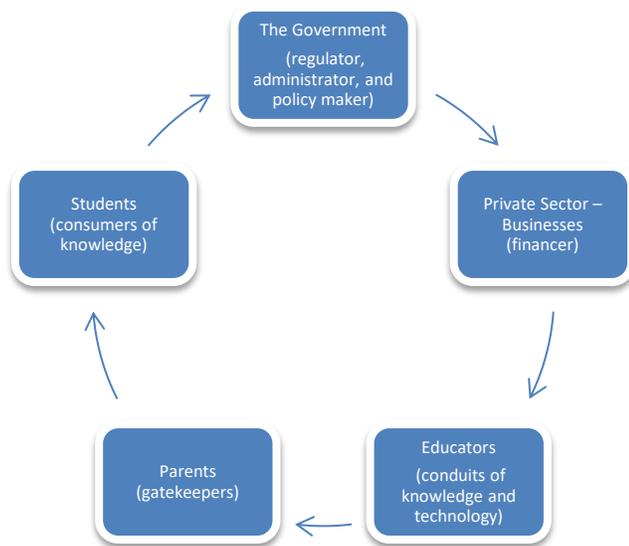
8. The Use of Media in Teaching

The use of media in teaching- learning process is not a new thing. Many teachers know that media will be helpful. Media is questioning whether it really helps teaching learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching- learning process, whether media can help teaching- learning process or not. By reading this article, readers will get a real experience of the use of media, which can help learning process. Besides, they will also know some obstacles that may arise from the use of media, how to overcome them, and detail example of how to conduct teaching- learning process by using media, especially globe and map. Usually use of media is very useful to teach social studies by this we can use pictures from encyclopedia or else, a globe, a map, and internet to

teach social studies. The students had to find all-important information including the map, flag, landmark, famous buildings, mountains, traditions, etc. By using media in teaching, students' improvement can be seen clearly. The use of media in teaching- learning process has also several advantages. Media could raise the students' interest of the lesson and media is important to lead students' attention. Media increase students' responsibility to control their own learning. In brief, we can say that the use of media in teaching- learning activity is good

9. Reason for changes in School Education System

The system of education in India does not depend on one sector of society alone. The problems are not only systemic but socio-political as well. It would not be right to look only to educators and education administrators for solutions. Concerted action is necessary for sustainable programs that will improve the quality of education in India, and consequently, the quality of life of its people too. There are various roles that should be played in planning and implementing changes in the education system in India. Everyone has a part to play to effect change. It only takes the willingness and commitment of everyone in order to make the changes work.



The government should be the first to put its foot down. It should put more teeth into its laws, policies, and regulations. Assessing and validating this accreditation should be done regularly without the government being “scared” of earning the ire of the investors. The Prime Minister himself has recently declared that making educational development relevant should be a

priority. There is much to look forward to in the Modi administration's plans to revise the rather dated RTE Act. According to Kartikeya Sharma Information TV, another interesting effort towards changes in the education system in India is a certain judge's passing of an order that mandates all government employees to send their children only to government or public schools. The government officials will be more concerned about addressing the problems of poor infrastructure, lack of facilities and learning materials, and low-quality teaching in the public schools that their children are to attend. Private partnerships can be entered into where the goal is to provide high-quality education and training for potential talents that the private companies can hire in the future. Profits, of course, should not be the main priority for these business partners. Philanthropy should also be encouraged when it comes to investing in the education sector. Business insiders estimate that about 25% of the projects pitched to one of India's largest angel networks involves e-learning. Other companies that specialize in technology and IT services can explore how they can support the Indian education system through tie-ups and partnerships.

The quality of teachers is one of the most apparent problems that need to be addressed in the Indian education system. A lot of teachers in India are often ill-equipped with the knowledge, skills, and attitude to be real educators. Those who are qualified to be teachers are either not motivated enough or have low self-esteem. This sentiment of a lot of educators stems from teaching conditions, compensation, and public perception. The love and passion for teaching come internally from the educators themselves. The openness to the necessary changes in the education system in India and the willingness to grow with these changes are keys to improving the quality of education that they are capable of providing to their students.

The role of parents in improving the quality of education in India is anchored on socio-economic and cultural issues. In a developing country like India, family resources are limited and even the young family members are often relied on for tasks and chores around the house. Domestic and economic issues are cited as some of the common reasons for dropping out. For female students, specifically, the need to stay home to tend to their younger siblings while their parents go to work is one of the causes why they have to leave school. Programs that provide access to educational infrastructure and resources to rural communities, parents should open the gates of education for their children. Allowing their children to enjoy their constitutionally

protected right to free education is actually their key to getting out of poverty and improving their quality of life.

Students are naturally in search for knowledge. There is a natural curiosity in small kids. This should persist as they go through school. Like teachers, students should be motivated enough not only to pass their tests but to really understand their lessons. India educational institutions only focus on knowledge rather than wisdom. Here, the students simply echo the information they get from their lessons in their tests and papers. They strive to get top marks and ranks in order to land high-paying jobs in the future.

10. Conclusion

The media in the advanced society should perform a noble mission of enlightening people and discourage sectarian, communal and divisive trends. It is essential to raise the standard of rural education. Dialogue across the nation is the need of the hour for traversing the road ahead. Moreover, the current top-down and highly regimented system in India needs to yield to an arrangement which fosters innovation in teachers and develops confidence in the parents to participate in the processes of decision making.

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