

CRITICAL CHALLENGES FACED BY STUDENTS BELONGING FROM RURAL BACKWARD CLASSES IN DIGITALISATION OF EDUCATION

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ABSTRACT

Over the past few decades, civilization has grown at an accelerated pace. First appearance of information technology and subsequent transition to a fifth technological order in early 1960s of 20th century. There are great elements to digitization, but it also has certain drawbacks, especially for persons from disadvantaged backgrounds. The study focuses on the children's use of digital tools and their protection from the dangers of online communication. Remember that obtaining digital skills for work in an interactive environment boosts their effectiveness in terms of originality and pursuing education activities in an unconventional manner.

Keywords: Technology, Students, Education, Literacy.

I. INTRODUCTION

In all sectors of the economy, the global pandemic has had devastating effects. In spite of the fact that working from home has become a new normal for many professionals, the world's education system has struggled.

When it comes to avoiding disruptions in academic calendars, the government has urged that students switch to online learning as a stopgap measure. While technology and smart classrooms are revolutionising the way education is delivered in high-paying private schools, they are also slowly making their way into public. Because of this, e-learning has become a viable option for transforming the education. In rural areas, schools and institutions are likewise adapting to technology on a daily basis. That even Tier III and rural communities are stepping forward to change traditional education into a digitally enhanced process is encouraging.

Despite the many advantages of online learning, there are still many obstacles to overcome before education becomes a completely digital (online) phenomenon.

Online education, or e-learning, is not widely available in rural areas due to a lack of infrastructure such as high-speed internet, uninterrupted power. Many rural communities in India are still wrestling with the problems of making education totally digital or online despite advancements in basic infrastructure.

II. EDUCATION WITH OR WITHOUT TECHNOLOGY: THE OLD DEBATE

Some have questioned the good influence of digital technologies on learning. It's still important, however, to prove the benefit of technology in education, especially in cases where accountability is based on standards, as well as due to the high expense of integrating technology innovations in the

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- increased learner effectiveness or performance gains
- enhanced efficiency of the learner
- higher learner satisfaction or engagement
- Student attitudes toward learning have improved.

Complexity in schooling is difficult to capture. We cannot control every variable in the poor study setting of schools, therefore we can't say with certainty that technology has had a positive impact on student progress without more proof.

III. CRITICAL CHALLENGES TO UNDERPRIVILEGED STUDENTS

Here are a few main difficulties that can be addressed:

Infrastructural Support and Digital Literacy

In India's rural areas, these are the most significant obstacles to online education. Although the power and network infrastructure in distant sections of the country has improved tremendously, there is still opportunity for improvement in these places. But while teachers and students in rural areas are growing more supportive of digital learning methods, their infrastructural capabilities haven't fully grown to meet the demands of online education. The rural population continues to struggle with a steady supply of energy and a dearth of high-speed internet.

Technological devices are hard to come

It's important to examine the availability of the necessary devices for every student to access digital information while examining the digital learning domain. A small number of people in rural India may not have access to personal laptops or computers, and the small screen size of mobile phones does not allow for extended Teachers and students alike can be put off by the cost of data packs, especially when it comes to live classes. It's possible that many pupils don't have a laptop or smartphone or they just have access to them for a short period Learning is therefore hampered due to the lack of technological devices available.

Lack of Familiarity with Digital Technology

Some rural countries still use traditional teaching methods, even if smart classrooms and digital learning have already found their way into metropolitan educational settings. It is therefore not

possible to make the switch from the old educational method to the digital To get comfortable teaching and learning using digital technology, both teachers and students need sufficient training and more user-friendly platforms.

Teachers are in short shortage

Teachers are in short shortage in digital areas, and there is a low teacher-to-student ratio. Because of this, a large number of well-trained and talented teachers are needed to ensure that every student receives individual attention, even during an online class. In spite of the fact that today's online classroom solutions are geared to encourage students' interest in learning and their intuitiveness towards it, a teacher's guidance

Most educational institutions (schools, colleges, and universities) have tried their best to keep the classes alive using the virtual teaching-learning pedagogy in the face of the global lockdown induced by COVID-19.



Figure 1: Underprivileged students learning usage of digital technology

However, some students from rural locations who attend government schools, colleges, and universities have fallen prey to socio-economic technological inequality because of their low socio-economic status. A digital classroom is like a fantasy that will never come true for these low-income pupils! Adding insult to injury, the educational institutions of the public sector have poor cyber-infrastructure. Most of the time, this is not the case in remote locations, where just a few of pupils have access to the internet due to the fact that they do not have access to a proper internet connection or the There is a problem of Digital Divide among students in rural areas due to the lack of sufficient cyber infrastructure in schools, colleges and universities there. To this end, effective steps must be taken in the direction of digital inclusion of education so that students in both public and private

educational institutions can receive a quality education without being stratified and separated by the digital market.

Moving the educational leviathan

Despite the fact that students are unique, a great deal of educational material Students today enter to school with quite different experiences than those of 20 or 30 years ago. Schools still use resources that were designed decades ago, but today's Aside from that, they think and work in Institutions that want to respond to student needs should identify new learning methods that are appealing to younger generations. Both innovative and old assessment methods are necessary, including problem-based curriculum and standardised testing.

Access to resources

The extent to which learners and their teachers have access to digital tools at school and at home effects the educational experience that may be offered. Despite the fact that studies reveal a high level of technology home access As a result, this is a cause for concern, as home technology is proving to be a significant element of the Because of the absence of resources, there is a difficulty with equity for those youngsters. Factors such as socio-economic status have a considerable impact on the level of internet A combination of structural and learner-specific factors contribute to individual variances in e-access. Use of technology in classrooms is a u-shaped function in reverse. Less frequent use of technology for learning is shown in schools with scores at either end of the continuum of performance.

Misuse and abuse

Learning about e-Safety, or how to use technology securely and responsibly, has demonstrated to be inconsistent and typically not of a high enough degree, especially among primary school students. As a result, both teachers and parents are seen by students as vital sources of e-safety Individual aspects such as gender, home access, e-maturity, and attitudes towards school, learning, and using technologies for learning shape e-safety knowledge more than school-level features, such as

Fraudulent behaviour in the classroom In spite of the fact that there is still a discussion about the amount and rate of development of academic malpractice over time, there is a growing consensus that the internet has changed the dynamics Plagiarism and cheating have been solved by technology, but schools and institutions must adapt their practises to take advantage of the new tools.

IV. CONCLUSION

The involvement in the modern digital environment comprises access to a variety of e-resources, devices, and information products and services as a result of participation in Remember that gaining digital skills for employment in an interactive environment boosts their effectiveness in terms of creativity and innovatively pursuing education activities. As a result, achieving greater effectiveness in training and education requires the successful application of communication technologies, which is

based on acquired skills for seeking and finding resources, analysing and combining the obtained information, and sharing different ideas with their parents and teachers.

As a result of digitization, we live in a Relationships, processes, and institutional networks are all undergoing a transformation as a Family relationships and child development are also influenced by digital technologies, such as social media. There are benefits to digitization, but there are also drawbacks. One of those drawbacks is connected to child rearing, and how children form, and how much parental care and comfort they need in order to develop into well-rounded, self-assured persons. When it comes to socialisation, parents need to provide their children with devices that can actively participate in.

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