

A RESEARCH STUDY ON THE IMPACT OF DIGITAL EDUCATIONAL PLATFORMS ON THE DEVELOPMENT OF SECONDARY EDUCATION AND CHANGES IN EDUCATIONAL METHODOLOGY (WITH SPECIAL REFERENCE TO CURRENT GOVT. AND NON-GOVT. DIGITAL PLATFORMS)

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Abstract

The expansion of mobile phones, computers, internet connectivity and digital learning platforms has changed the educational experience in India. This paper integrates two strands of supplied research material: a teacher-based comparison of online and traditional education and a broader discussion of digital platforms supporting secondary education in India. The empirical comparison covers 100 teachers, of whom 18 percent preferred the present online system and 82 percent preferred the earlier traditional system. Teachers who supported online education emphasized flexibility, repeated access to lessons, skill development, innovative teaching, reduced pressure and access for students in distant areas. Those preferring traditional education emphasized discipline, motivation, regular study, curriculum organization, practical engagement and academic seriousness. The wider analysis shows that government platforms such as DIKSHA, ePathshala, SWAYAM and PM e-Vidya can extend educational access, while private or non-profit platforms can provide additional tutoring and practice.

However, digital access alone cannot resolve dropout, inequality or emotional difficulties. The paper argues for a blended, whole-child approach in which technology supports, rather than replaces, teachers, classrooms, practical activities, counselling and social relationships.

Keywords

Digital education; online learning; traditional education; teachers' perceptions; secondary education; DIKSHA; ePathshala; dropout; emotional well-being; India

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1. Introduction

Education is continuously reshaped by social change, technology and institutional reform. The increasing use of smartphones, computers, educational applications and online platforms has made it possible to distribute learning materials quickly and to study beyond the physical classroom. These developments became especially important when conventional schooling was disrupted during the COVID-19 period. Digital resources provided continuity for many learners, but the experience also showed that technology can reproduce inequalities when students lack devices, reliable connectivity, electricity, suitable study spaces or family support.

The supplied teacher study adds an important qualitative and quantitative dimension to this discussion. Teachers, because of their long professional experience, are able to compare changes in teaching, curriculum and examination practices over time. Their views reveal a tension between two educational priorities: access and flexibility on one side, and discipline and sustained engagement on the other. The wider Indian context further shows that secondary education requires attention not only to learning content but also to school continuation, social participation and adolescent well-being.

2. Objectives and Research Question

The integrated paper examines: (1) how teachers compare online and traditional education; (2) which features of digital learning are perceived as useful; (3) which features of traditional education remain valued; (4) how government and private digital platforms can support secondary education; (5) whether digital learning can assist students at risk of disengagement or dropout; and (6) why academic support should be connected with emotional and social support. The central research question is whether the increasing influence of online educational tools has made education easier for students and what new tendencies have emerged among them.

3. Method and Data

The empirical findings are based on the supplied research material containing responses from 100 teachers. Frequencies and percentages are used to compare overall preference and to group the reasons given by respondents. Eighteen teachers preferred online education, while 82 preferred traditional education. Importantly, the 100-percent figures in the feature tables refer to all respondents within the relevant preference group, not to all 100 teachers. Thus, the findings describe teachers' perceptions rather than independently measured student achievement. The second supplied paper provides contextual material on Indian digital-learning platforms, school dropout and adolescent well-being. No additional survey data have been invented or added to the integrated analysis.

Table 1. Teachers' Overall Preference for the Two Education Systems

Education system	Number	Percentage
Online education system	18	18.00%
Traditional education system	82	82.00%
Total	100	100.00%

The table indicates a clear preference for the traditional education system among the respondent teachers. Out of the total **100 teachers, 82 (82.00%)** considered the traditional education system better, whereas only **18 teachers (18.00%)** preferred the online education system. Thus, the proportion of teachers favoring traditional education was substantially higher than those favoring online education. The finding suggests that, although teachers recognize the practical advantages of online education, such as **flexibility, accessibility, repeated learning and opportunities for students in distant areas**, they attach greater importance to the **discipline, regularity, motivation and structured learning environment** provided by traditional classroom education.

Therefore, the results indicate that online education is viewed as a useful educational alternative, but the majority of respondent teachers continue to perceive traditional education as more effective for maintaining sustained academic engagement and overall educational development.

4. Teachers' Perceptions of Online Education

Table 2. Perceived Features of the Present Online Education System

Feature identified by respondents	Number	Percentage of online-preferring group
Syllabus can be completed more quickly and material can be repeated	18	100.00%
Students develop skills along with learning	18	100.00%
Innovative teachers can use new methods and techniques	18	100.00%
Parents are encouraged to continue children's education	18	100.00%
Students can study with less pressure and greater convenience	18	100.00%
Students in distant or difficult areas can access education	18	100.00%

The online-preferring teachers identified flexibility as the main practical advantage. Digital lessons can be revisited, paused and repeated, allowing students

who miss a lesson to continue their studies. This is particularly relevant for learners whose attendance is interrupted by distance, family responsibilities or other circumstances. The respondents also associated digital learning with skill development because students become familiar with digital devices, information resources and new modes of communication.

Another perceived benefit is the opportunity for innovative teaching. Teachers with modern ideas can use videos, digital activities, quizzes and other techniques to present curriculum content differently. Online education was also viewed as potentially reducing pressure created by fixed schedules. For students in remote or difficult areas, the geographical reach of digital learning is especially important. The broader Indian digital ecosystem strengthens this advantage through platforms that provide free or low-cost curriculum-linked resources.

5. Perceptions of Traditional Education

Table 3. Perceived Features of the Earlier Traditional Education System

Feature identified by respondents	Number	Percentage of traditional-preferring group
In the past, students who passed the traditional education system boosted their morale for further studies, and they studied with interest. However, now, after passing the tenth grade, students show no enthusiasm for the eleventh grade. This is because many of them don't understand the significance and difference between passing and failing.	82	100.00%
In the traditional education system of the past, the curriculum was well-organized and aligned with the academic year. Teachers taught students throughout the year. However, the curriculum has now been simplified and minimized, and the current curriculum is not aligned with the academic year	82	100.00%
In the earlier education system, students remained more engaged; present students were perceived as more careless	82	100.00%
In the earlier education system the results of board examinations were viewed as more quality-oriented now quantitative; reported results rose from about 25–30% to 85–95%	82	100.00%

The teachers who preferred traditional education emphasized discipline, motivation and continuous academic engagement. They recalled students as being more conscious of the consequences of examination performance and therefore more willing to study consistently. They also considered the earlier curriculum more systematically linked to the academic session, with teachers continuing instruction throughout the year.

A further concern involved practical and project work. The respondents perceived that some students now depend on others to complete work that they previously carried out themselves. In their view, this weakens independent effort and responsibility. The teachers also associated the earlier examination system with stronger academic seriousness. The reported comparison between approximately 25–30 percent earlier results and 85–95 percent today is a perception reported by respondents, not an independently verified national trend.

6. Government and Private Digital Platforms in Secondary Education

The broader Indian context demonstrates that digital education is not limited to private applications. DIKSHA, ePathshala, SWAYAM and PM e-Vidya form important parts of the public digital-learning ecosystem. DIKSHA provides textbooks, videos, courses, quizzes and self-assessment resources, including QR-linked materials and downloadable content. ePathshala provides digital textbooks and supplementary resources through computers and mobile devices. SWAYAM provides structured online learning opportunities, while PM e-Vidya follows a multi-mode approach that combines digital resources with television, radio and other forms of delivery. This multi-mode design is important because internet-only education cannot adequately serve every household.

Private and non-profit platforms such as BYJU’S, Vedantu and Khan Academy India add personalised practice, video lessons, live classes, quizzes and supplementary learning. Their usefulness is greatest when they help students understand difficult concepts or revise at their own pace. At the same time, paid services can increase inequality if better tutoring becomes available mainly to families able to afford it. Therefore, private ed-tech should complement, rather than replace, universal public educational provision.

7. Digital Education, Dropout and Educational Continuity

School dropout is influenced by multiple and interacting factors, including poverty, family responsibilities, gender-related barriers, disability, distance, poor academic performance and inadequate educational conditions. Digital learning cannot remove these causes by itself, but it can help maintain educational continuity.

Recorded lessons allow students who miss classes to catch up, while digital quizzes and assessment records can reveal learning gaps. Such information can potentially support early identification of declining engagement.

The supplied contextual paper reports that the secondary-stage dropout rate declined from 13.8 percent in 2022–23 to 8.2 percent in 2024–25 and 7.0 percent in 2025–26. These figures show progress but also demonstrate that dropout remains an important issue. Digital early-warning systems may help identify students requiring attention, but alerts should lead to human investigation rather than automatic labelling. Teachers, families and support professionals need to understand whether disengagement results from academic difficulty, economic pressure, family circumstances or emotional problems.

8. Emotional Well-being and Student Engagement

Education is also a social and emotional process. Adolescents may experience examination anxiety, family expectations, peer conflict, loneliness, social comparison and uncertainty about the future. The supplied contextual material reports an NCERT survey in which 11 percent of students reported anxiety, 14 percent experienced extreme emotions and 43 percent reported mood swings. These figures underline why educational success cannot be understood only through examination results.

The relationship between emotional well-being and education can operate in both directions. Emotional difficulties may reduce concentration, motivation and attendance, while prolonged absence and dropout can reduce confidence, routine, friendship and social belonging. The resulting cycle can be expressed as: emotional difficulty '!' reduced engagement '!' poor academic performance '!' absenteeism '!' greater dropout risk '!' further social and emotional difficulties. Digital platforms can contribute to life-skills education, self-esteem resources, teacher-parent communication and access to information, but they cannot replace meaningful human relationships. Students experiencing serious difficulties require appropriate adult support and, where necessary, qualified professionals.

9. Comparative Discussion

The two supplied papers together suggest that the central issue is not whether digital or traditional education is universally superior. Online education performs strongly in accessibility, flexibility, repetition and geographical reach. Traditional education performs strongly in routine, direct teacher interaction, supervision, discipline and social development. These are complementary educational functions.

The teacher responses indicate that convenience can become a weakness if it reduces sustained effort. Conversely, the digital platform analysis shows that

technology can be extremely valuable when physical access is difficult or when students need additional explanations. The most productive interpretation is therefore blended education: digital resources should extend classroom learning rather than simply replace it. Recorded content can support revision, while classroom discussion, practical work, peer interaction and teacher guidance remain essential.

10. Recommendations

1. Strengthen multilingual and accessible government platforms for secondary students, particularly through DIKSHA and ePathshala.
2. Use digital resources for revision, missed lessons, practice and personalised support rather than relying only on passive video consumption.
3. Preserve meaningful face-to-face teaching, peer interaction, practical work and project participation.
4. Reduce the digital divide through improved access to devices, connectivity, electricity and community learning facilities.
5. Train teachers in digital pedagogy and blended-learning methods.
6. Connect dropout-risk indicators with human follow-up involving teachers, parents and appropriate support services.
7. Integrate age-appropriate emotional well-being, resilience and help-seeking resources into digital learning.
8. Ensure that private digital platforms remain affordable, educationally responsible and complementary to public provision.
9. Guide parents in establishing healthy study routines without excessive control.
10. Protect students' personal and learning data and use digital information ethically.

11. Limitations

The empirical comparison is based on teacher perceptions reported in the supplied material and does not independently measure student achievement. The available material does not provide sufficient detail about the sampling procedure, demographic composition of respondents or statistical significance testing. The reported examination percentages are perceptions of the teachers and should not be generalized as verified national statistics. The broader discussion of digital platforms and well-being is contextual rather than a new primary survey. Future research should include students, parents and teachers and should combine perception data with attendance, achievement, engagement and dropout records.

12. Conclusion

The integrated evidence presents a balanced picture of educational change in India. Among the 100 teachers in the supplied empirical material, 82 percent preferred traditional education and 18 percent preferred online education. Traditional schooling was valued for discipline, motivation, curriculum organization, sustained study and academic seriousness. Online education was valued for flexibility, repeated learning, skill development, innovative teaching, reduced scheduling pressure and access for students in distant areas.

At the national secondary-education level, digital platforms such as DIKSHA, ePathshala, SWAYAM and PM e-Vidya can widen access and support continuity, while private and non-profit platforms can provide additional practice and personalised learning. Yet technology alone cannot eliminate dropout or solve emotional and social difficulties. The strongest future model is therefore a blended and child-centred system in which digital tools improve access and revision while teachers, classrooms, practical activities, counselling, family involvement and peer relationships sustain meaningful education. The goal should not be to place traditional education and digital education in competition, but to combine their strongest features so that students remain connected to learning, supported by people and prepared for further education and life.

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