

A study of the effectiveness of a new initiative of education in government schools in DigiLEP COVID-19 in Dhar District of Madhya Pradesh

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ABSTRACT

The present era is the era of technology along with science. The education sector has also not remained untouched by this change. With the use of appropriate Media and assertive security measures, a blissful environment for effective education can be created. In efforts to move a step closer to Edtech practices, just like private schools, the government schools too were connected to various media platforms. As a part of the initiative, students were introduced to joyful learning in the summer vacation of 2017. The overwhelming response made the officials reconsider and widen the scope with new practices. And as a result, DigiLEP came into action and it has yielded the expected results so far. In the coming future, we will witness its positive effects. According to the Right to Education Act 2009, it is the responsibility of the local administration to provide quality, free and compulsory education to children between the age of 6 to 18 years and it is also the fundamental right of the child. In the present scenario, there are many challenges to achieving this, however, these challenges can be passed by the use of technology. Teachers can use a mobile phone to teach students. The younger ones can take the help of their seniors to get used, to the technologies and tools. Therefore, one can conclude that DigiLEP is the need of the hour and shall be used by teachers and students in the coming times.

Key words:-DigiLEP, Schools, Corona, Education, Medium, Challenges, Online.

INTRODUCTION

Today's era is the age of science and technology. In the fields of education with the use of different tools and technologies constant attempts are made to make education more effective and accessible. Like non-government institutions, government institutions also adopted many modern practices of education. In the summers of 2017, the students were introduced to Joy Full Learning. With the huge success of this program, DigiLEP was well appreciated and received, during the Corona period. DigiLEP stands for Digital Learning Enhancement Program. It is a promising step and is like to bring positive changes in the education system.

According to the Right to Education Act 2009, it is the responsibility of the local administration to provide quality, free and compulsory education to children between the age of 6 to 18 years and it is also the fundamental right of the child. Considering the lack of enrollment in government schools and the pathetic condition of education quality, various types of initiatives have been taken by the government to increase the enrollment rate. Several programs are developed by non-government or private institutions to understand the content interestingly and more effectively through the new medium of education i.e. media, used to motivate children to learn. It is observed that a child comparatively learns faster and easier in a fear-free and enjoyable environment. Government schools also adopted the DigiLEP program, which was tested successfully as Joy Full Learning for children in summer vacation in 2017.

All the teachers were connected to a WhatsApp Group. All the schools were linked on the block level and all the blocks were linked on the district level. The head of each district group was then connected to State Education Centre. The State Education Centre shared various activities on daily basis through a link on different WhatsApp Groups, these activities were differentiated based on the class of the students. The teachers in schools were then given the responsibility to take charge and get the tasks and activities done by the students. In the light of surprisingly better

results of the above scheme and keeping in view the possibilities of better improvement in the students, further work in the field was being considered by the State Education Centre

Three mediums of conveying online study material to the students:-

Under the program “अबपढ़ाईनहींरुकेगी” (“Ab PadhaiNahiRukegi”), three mediums have been selected to provide online study material to the students.

- 1) WhatsApp link
- 2) Radio, educational material will be broadcast from 11:00 to 12:00 in the afternoon
- 3) DD MP Doordarshan, the particular subjects of the selected classes will be broadcast on the selected days so that students will be able to get benefits.

In this way, the educational material will reach the students through three mediums.

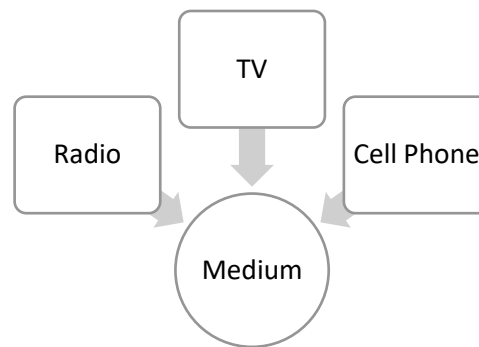


Chart No. 1 - Three mediums to convey online study material to the students under the program “अबपढ़ाईनहींरुकेगी” (“Ab PadhaiNahiRukegi”)

Process of delivering educational material to the students:-

To deliver the educational material, State Education Center shares a video link to the APC Academy of the district through WhatsApp. From there this material is shared in the various WhatsApp group of public teachers of all the districts, RC, and BSC. This material is then shared with the group of schools which is prepared at the cluster level, from the cluster level this material is made available by the teachers to the students according to their class and subject. (www.educationportal.mp.gov.in, 2020)

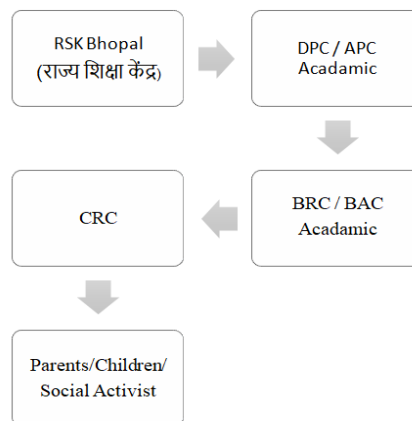


Chart No.2:- Process of delivering educational material to the students

Educational Background of Dhar District:-

Dhar district is known for its innovative approach in the education sector. The city’s administration along with other renowned educationists and scholars has constantly in a way or another has significantly contributed to bringing efficiency to the education system of the state. The city’s culture and industrial development have been supportive and progressive for the new education system.

The Dhar district is divided into 13 development blocks. From the educational point of view, there are 3673 habitations in the Dhar district. With 3091 government primary schools and 853 secondary schools for classes 1 to 8. A total of 2,23,361 students were studying in government schools from classes 1 to 8 in the year 2019-2020. The district is divided into 111 cluster centers for better coordination of these educational institutions. The head of each cluster, i.e., Jan Shiksha Kendra Pradhan was given the responsibility of coordinating an average of 40 primary and secondary schools through cluster centers. Two public teachers are appointed at each cluster center as the educational coordinator, their role is to establish coordination with the academic staff of their subordinate primary and secondary schools and ensure that the government orders and instructions are followed. At the block level, 5 assistant development block source coordinators are appointed under the development block source coordinator, apart from this, a deputy engineer, an officer (from the differently-abled, department) and a data entry operator is appointed for the branch. The entire team is responsible to maintain mutual coordination and control among all the clusters of the block. Dhar is the 5 largest district of the state with the largest number of schools and a promising enrolment rate. However, due to the larger population and tribal influence, the area faces many challenges as well. The district has a tribal majority where 12 development blocks are run by Tribal Welfare Department and these officials are responsible to ensure educational accessibility and availability as well. While a development block is controlled by the Department of Education, which can be understood by the following category. (<https://villageinfo.in/madhya-pradesh/dhar.html>)



Source- (<https://villageinfo.in/madhya-pradesh/dhar.html>)

DigiLEP Program Monitoring:-

WhatsApp groups inspection system:-For any system to run smoothly, it is necessary to have the right data-based monitoring system, as well as the selected parameters, which need to be revised in the decided intervals, using appropriate methods.

DigiLEP is monitored based on 5 unwritten parameters,

- 1) Are all the members of the group present?
- 2) Is the intended number of members in the group, achieved?
- 3) Is the useful and authentic information sent through the group?
- 4) Is the information in the group sent at the right time?
- 5) Are there unnecessary messages in the group? Here unnecessary means that any conversation which is not related to teacher and academics as a whole. This inspection is done in three ways.

1) Sending Group Invitation Link on Google Form:-

Every morning at 1'o clock, a random list of 200 groups at each level is prepared and shared with all from at the state level. The invitation link of all these groups is added to the Google form. This work is completed by 5 pm, any failure in completion of this task is considered as the negligence of the inspector. By joining these groups, the inspection team of the state takes information about the five parameters. The contact details of a few parents are also taken from the group. The selected parents are then called and asked for certain relevant information.

The same work is done at the district level. For this District, DigiLEP Cell has been constituted in every district.

2) By contacting parents and teachers through their registered mobile number:-

At the state level, a team of trained employees is elected, whose task is to call various parents and teachers to ask for information on all five parameters, also confirm if they have been given information about DigiLEP or not. These mobile numbers are obtained from different sources, such as scholarship databases, the information given on M-shikshamitra, etc.

The same work is done at the district level. For this District, DigiLEP Cell has been constituted in every district.

3) Through the feedback form shared on the group:-

From time to time, Google forms have also been shared in the group for feedback, in which the opinion of parents, students, and teachers are taken on five parameters.

District DigiLEPCELL:-

The function of this cell is to run all the DigiLEPcenters properly at the district level, and continuously monitor the work based on data.

Structure of DigiLEP:-

President:- DEO

Member:- DPC, ADPC, APC Academic, MIS Coordinator, other officers or employees at the district level who have a good understanding of technology and data.

Functions of District DigiLEPCell:-To ensure that the maximum number of parents are aware and familiar with the concept and scope of DigiLEP and also understand it pretty well. Various call centers at the district, block, cluster, and school level are established for publicity and calling the maximum number of children and giving information about it. It should be seen that parents who don't possess any mobiles, should not be in any case pressurized to have one. However, parents who have mobile phones should be made a part of the group. Inspection of the delivery group daily through invitation link - Inspection should be done on the given five parameters, and send its report to the state weekly. Contacting parents in fixed intervals and checking the performance based on five parameters. To keep DigiLEP running smoothly, distribute the inspection information among DPMU, BPMU, etc., and keep your own OIC informed about it. (www.educationportal.mp.gov.in, 2020)

Sample Design:-

This study was constructed in the rural area of Dhar District of Madhya Pradesh and the data was collected from the all 13 Block of Dhar District. The sample size drawn was 120 and it was drawn from all 13 Block of Dhar District. The technique adopted for sampling was Stratified Random Sampling. Teachers of primary and secondary schools from Gandhwani block of Dhar district of Madhya Pradesh state have been considered as sample size for the research work was 120 teachers have answer the question. Questionnaire method has been choose for collecting the samples.

Objective:-

- 1) To know the satisfaction level of teachers and students for the educational material obtained from the video.
- 2) Changes required for the success of the DigiLEP program.
- 3) To know the level of interest of teachers and students for the DigiLEP program.
- 4) To know the impact of the DigiLEP program on the behavior of the students.
- 5) To know about the obstacles faced in making the teaching material available to the students, also to find solutions for the same.

Hypothesis:-

- 1) H₀₁:-DigiLEP program is full of difficulties for students and teachers.
- 2) H₀₂:- Not all teachers are equally satisfied with the educational material obtained from the video.
- 3) H₀₃:- DigiLEP program does not require any necessary changes for future success.
- 4) H₀₄:- DigiLEP program has not made any significant impact on the behavior of the students.
- 5) H₀₅:- There is no solution for difficulties faced by students and teachers in concern to the DigiLEP program.

Data Analysis and Interpretation:-

In the era of covid-19, a new innovative experiment was done by the Education Department of Madhya Pradesh government, to connect the students with the new method of education in a government school. In the tough times of Covid-19, the new initiative and challenges of education in government schools are researched. The research focuses on

the challenges and success of the said initiative through a questionnaire from teachers of 13 development blocks of the Dhar district. The points and analysis of which are obtained are as follows.

Consequences of hypothesis: -

1. H₀₁: - DigiLEP program is full of difficulties for students and teachers.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.244 ^a	4	.518
Likelihood Ratio	3.207	4	.524
N of Valid Cases	120		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.71.

After analyzing the collected data, it was concluded that the p-value is greater than our chosen significance level ($\alpha=0.05$), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that DigiLEP is a simple, easy to use, and successful program for students and teachers

2. H₀₂: - Not all teachers are equally satisfied with the educational material obtained from the video.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.864E2 ^a	108	.000
Likelihood Ratio	125.662	108	.118
N of Valid Cases	127		

a. 163 cells (98.8%) have expected count less than 5. The minimum expected count is .06.

The analysis of the answers received from the teachers proves that the p-value is greater than our chosen significance level ($\alpha=0.05$), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that all the teachers are equally satisfied with the educational material obtained from the video.

3. H₀₃: - DigiLEP program does not require any necessary changes for future success.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.734E2 ^a	88	.000
Likelihood Ratio	109.204	88	.062
N of Valid Cases	127		

a. 133 cells (98.5%) have expected count less than 5. The minimum expected count is .06.

From the analysis of the answers, it is clear that the p-value is greater than our chosen significance level ($\alpha=0.05$), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that large section of the teachers has huge expectations from DigiLEP.

4. H₀₄: - DigiLEP program has not made any significant impact on the behavior of the students.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.618E2 ^a	64	.000
Likelihood Ratio	94.777	64	.007
N of Valid Cases	127		

a. 96 cells (97.0%) have expected count less than 5. The minimum expected count is .06.

The analysis of the answers received from the teachers proves that the p-value is greater than our chosen significance level ($\alpha=0.05$), our null hypothesis is rejected and we conclude that there is enough evidence to suggest that Through DigiLEP, students have developed the qualities of leadership, cooperation, self-reliance, self-reliance, and discipline. With such moral qualities, these students can be seen as a promising tomorrow's India.

5. H_0 : -There is no solution for difficulties faced by students and teachers in concern to the DigiLEP program.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.534 ^a	3	.088
Likelihood Ratio	7.079	3	.069
N of Valid Cases	120		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .34.

The analysis of the answers received from the teachers proves that the p-value is greater than our chosen significance level ($\alpha=0.05$), our null hypothesis is rejected and we conclude that there is enough evidence to suggest it is clear that the students and teachers who participated in the DigiLEP program, have themselves found the solution to the difficulties arising out of. Teaching, group study, helping each other, the teaching given by the teachers in the local class has clearly shown the development of the qualities like discipline, self-reliance, and cooperation with each other, and leadership in the students. The hypothesis that there is no solution to the problems of teachers and students turned out to be completely wrong.

SUGGESTIONS

This new system of teaching by the DigiLEP method has been very effective and beneficial during the Corona period, the children remained connected with the mainstream of education and due to the efforts made by the teachers, they did not get away from mainstream education. The program became a success with the cooperation of the family member and people in the surrounding, i.e., the way students studying in the higher classes opted to help the one in the smaller classes, has also proved to be very beneficial. DigiLEP method is undoubtedly beneficial, it has given birth to many practices of teaching in government schools. This new and fresh perspective of teaching has sown the seeds for a better educational foundation and will undoubtedly prove to be a revolution in the education industry.

CONCLUSION

All the questions given above are analyzed post compilation in table form. It is seen that non-availability of Android mobile to children of rural areas is the main obstacle in online teaching through the DigiLEP method. Due to the economic deprivation of the Dhar district, a tribal-dominated area, the challenges are doubled. However, families having an Android mobile were able to give mobile to their children according to their convenience. In families where more than one child is studying in the school, it became more difficult. Many families depended on panchayats for programs to be broadcast on television. Fortunately, almost all the panchayats of the district have access to television. Apart from this, the study was also done by the teachers with great enthusiasm, teachers stepped out and used their Android mobile to teach the students through Mohalla Classes and enthusiastically participated in the evaluation of educational activities sent by the State Education Center

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