

Chapter 3

Measuring the Impact of Digital Collaboration on Social Sustainability in Indian Education: A Case Study Analysis

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ABSTRACT

The Indian education system is undergoing significant changes driven by technology, with a focus on digital collaboration tools. These tools, such as virtual classrooms, address evolving global workforce needs and diverse learning requirements. However, challenges like infrastructure disparities and digital literacy exist. Considering India's cultural diversity and socioeconomic inequities, the study explores the impact of digital collaboration on social sustainability in education. It aims to provide insights into the relationship between technology adoption and social sustainability, informing governmental decisions and fostering academic discussions on achieving socially sustainable education in India.

1. INTRODUCTION

The Indian education system, characterised by its wide range of variations and intricate nature, has experienced significant changes driven by technological progress. As the country aims to establish itself as a prominent global power, the use of

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digital collaboration technologies in educational methods has been a central focus. Digital collaboration refers to a variety of tools and platforms that are specifically created to enable communication, interaction, and collaborative work among persons in educational environments (Dillenbourg, 1999). These encompass virtual classrooms, online forums, collaborative papers, and multimedia tools that challenge the conventional limits of learning (Bower et al., 2017). The use of digital collaboration tools in education is driven by the growing acknowledgement of technology's role in augmenting educational achievements. Collaboration via digital platforms, whether asynchronous or synchronous, enables a learning experience that is both flexible and participatory (Means et al., 2009). The use of these technologies serves as a solution to both the evolving dynamics of the global workforce and the varied learning requirements of students in India (Palvia et al., 2018).

Nevertheless, the incorporation of digital collaboration tools in the Indian education system is not devoid of obstacles. Obstacles to wider adoption include differences in infrastructure, differing degrees of digital literacy among instructors and pupils, and limitations in resources. Furthermore, the intricate cultural and contextual aspects of the Indian education system require a sophisticated comprehension of how digital cooperation corresponds to wider educational objectives (Siyal et al., 2021; Siyal, 2018). Considering the diverse variety of educational institutions in India, which span from major metropolises to rural villages, the significance of digital cooperation in promoting social sustainability becomes a crucial factor to consider. In the educational setting, social sustainability encompasses more than just academic success. It involves analysing the social, cultural, and ethical aspects of learning experiences (Žalėnienė & Pereira 2021; Siyal, Peng & Siyal, 2018). The focus is on establishing educational settings that are inclusive and fair, fostering the growth of responsible and socially aware individuals (Rieckmann, 2017).

Evaluating the social sustainability implications of digital cooperation becomes even more important in India due to its cultural variety and socioeconomic inequities. The effectiveness of digital collaboration projects depends on their capacity to tackle socioeconomic disparities, encourage inclusiveness, and encourage ethical participation within the educational community (Autry Jr. & Berge 2011; Siyal, 2023;). This study aims to investigate the complex relationship between the implementation of digital collaboration tools and the wider societal consequences in the Indian education system. The study acknowledges the varied contexts of educational institutions in India and seeks to explore the impact of digital collaboration on social sustainability, taking into account issues such as cultural sensitivity, accessibility, and inclusion. The project aims to get a detailed knowledge of the intricate relationship between technological adoption and social sustainability in the diverse field of Indian education by analysing this junction. Conducting this inquiry is crucial for providing information for governmental choices, influencing

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