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Is Technological Growth Hindered or Pushed Forward for a Child's Primary Education?: A Socio-Legal Study in India

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ABSTRACT

Education is becoming simpler for higher studies, research, and other purposes as technology advances, but the system or tradition of primary education is lagging behind. Primary education includes not just school education, but also parenting and community culture. As a result of the advancement of contemporary technology, the old generation is unable to handle it adequately, while the new generation of their birth has access, causing numerous issues among the children. The author of this article will nonetheless attempt to identify the numerous issues that the children face due to the absence of parental and institutional technology handling expertise. Here, this article was developed after consulting a variety of secondary sources like various journals, thesis, blogs, articles, etc. Last but not least author will provide the solution to handle such kind of problem which make strong roots of the well nation.

Keywords: *Advancement, Contemporary technology, Primary Education, Parenting, Challenges.*

I. INTRODUCTION

"*Online learning is not the next big thing, it is the now big thing*".

– Donna J. Abernathy[2]

A child's early years provide the groundwork for their future progress and maturation. This early development of the brain determines how your kid learns, thinks, and behaves, and, in the long run, governs their potential to succeed in life. During the first 1,000 days of life, a child's brain develops at an unprecedented rate of more than one million new neural connections every second. This is an once-in-a-lifetime chance to evaluate a child's potential to learn, grow, and contribute fully to society. These connections, however, may be created only when a child

[1] Author is an LL.M. student at University of North Bengal, India.

[2] Abhijeet Vaishnav, *Transforming education through technology: A shot in the dark*?, RSRR (March. 11, 2023, 12.30 PM), /http://rsrr.in/2020/08/26/national-education-policy-integrating-technology-in-education/. [2] *Parenting*, UNICEF (March. 11, 2023, 12.06 PM), https://www.unicef.org/india/what-we-do/early-childhooddevelopment/parenting.

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receives responsive care, nutrition, protection, adequate health care, and early learning opportunities. The development of the brain is shaped by a child's surroundings, not their genes, according to substantial evidence provided by neuroscience. Throughout the first five years of a child's life, the environment that helps them learn, adjust to change, and build psychological resilience is significantly shaped by parents. The first three years of life are when the brain grows the fastest. The human brain has produced one hundred billion neurons by 40 weeks of gestation. As a result of stimulation, 1000 brain connections are formed per second. A robust brain is developed via responsive relationships and healthy, stimulating environments[2].

The country is growing and has emerged as a global player, with a population of more than 1.4 billion[3] people and one of the largest democratic systems. There are over 444 million[4] children and adolescents in this demographic. According to the 2011 census, India's literacy rate is around 74.04%[4], with the remaining 25.96% being illiterate. Nevertheless, this literacy percentage does not reflect their technical literacy. It is just a small percentage of these people who are aware of technology to certain level.

Nevertheless, according to Telecom Regulatory Authority of India information for March 2021, while around 54% of Indians have access to broadband internet[5], just 20% have the capacity to utilise the internet[6]. It is represented that a very small percentage of individuals understand how to utilise the internet. But, just utilising the internet does not imply the capacity to utilise technology; there are other useful items and gadgets on the market, such as the ability to operate computers, tablets, laptops, mobile phones, Alexa or smart speakers, and so on. Also, the usage of mobile phones with internet access is widespread among Indians. India has approximately 1.2 billion mobile phone subscribers and 600 million smart phones users, according to the Ministry of Information and Broadcasting[7].

Additionally, the Indian government launched a number of initiatives to fulfil the aim of Digital

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[3] *Population of India*, WORLDOMETERS (Mar. 12, 2023, 11.05 AM), https://www.worldometers.info/worldpopulation/indiapopulation/#:~:text=The%20current%20population%20of%20India,the%20latest%20United%20Nations%20data. [4]Sanyukta Kanwal, *Children in India - statistics & facts*, STATISTA (Mar. 12, 2023, 12.07 AM), https://www.statista.com/topics/9677/children-in-india/#topicHeader__wrapper.

[4] *Population Census 2011*, CENSUS (Mar. 12, 2023, 8.07 AM), https://www.census2011.co.in/literacy.php.

[5] Sumeysh Srivastava, *Digital literacy for a digital India*, ITU (Mar. 11, 8.29 AM), https://drive.google.com/file/d/1ZqA9cnzYVYiwyRyrrq1W6BPsQJRrqrs_/view.

[6] Sumeysh Srivastava, *Improving Digital Literacy in India: A Review*, ITU (Mar. 10, 2023, 11.25 PM), https://www.itu.int/hub/2022/12/improving-digital-literacy-in-india-areview/#:~:text=The%20office's%20statistics%20show%20that,ability%20to%20use%20the%20Internet.

[7] Saurav Anand, *India has over 1.2 bn mobile phone users: I&B ministry*, LIVE MINT (Mar. 11, 2023, 12.30 PM), https://www.livemint.com/technology/gadgets/india-has-over-1-2-bn-mobile-phone-users-i-b-ministry11668610623295.html.

India. Such programmes include the Pradhan Mantri Gramin Digital Saksharta Abhiyan[8], the National Digital Literacy Program[9], and others. Some schemes have been implemented and are in the process of being implemented. Furthermore, whereas this skills does assist parents in learning how to use technology, the speed of progression is pretty modest.

Children in today's society are addicted to technology from birth, and their addiction grows stronger with each passing day. Yet, although technology on the one hand makes the generation impressive, on the other hand, their parents' or guides' lack of technological knowledge caused a variety of complications for them, which resulted in unsafe, unpleasant, unhealthy, undesirable, and occasionally life-threatening situations. Hence, in order to assist children in the modern era, their parents, guides, instructors, or neighbors must be technologically capable. But, swiping from the old to the new generation requires smart effort at this moment. As a result, only such a gap may be overcome.

Additionally, digital gadgets play an important part in the lives of youngsters. Smartphones, tablets, computers, gaming consoles, and even televisions are examples of screen-based devices. Now, children all across the world have easy access to these digital gadgets, and as access has grown, so has their usage of smart devices[10]. Due to their increasing prevalence in children's life, they have enormous power. It's a two-edged sword that technology is becoming a bigger part of kids' life beginning with their preschool year on into their adolescent years. Technology itself is neutral, but how it is used and how children are exposed to it can have beneficial or bad effects. As the rate of technological innovation quickens, it is harder to assess how children and technology interact. This article gives a brief overview of the various functions that technology-related goods and services provide in children's lives[11].

II. TRANSFORMING THE SYSTEM OF EDUCATION WITH TECHNOLOGY

Education does not merely involve educating oneself via academic knowledge. It is a system through which everyone learns from birth to death. Education is the process of learning about many things that may or may not exist. Additionally, education comes through day-to-day

[8] *Pradhan Mantri Gramin Digital Saksharta Abhiyan*, VIKASPEDIA (Mar. 11, 2023, 11.58 PM), https://vikaspedia.in/e-governance/digital-india/pradhan-mantri-gramin-digital-saksharta-abhiyan.

[9] *National Digital Literacy Mission (NDLM)*, DIGIT (Mar. 11, 2023, 10.49 AM), https://www.godigit.com/guides/government-schemes/national-digital-literacy-missionndlm#:~:text=Under%20Digital%20India%2C%20National%20Digital,workers%2C%20and%20ration%20shop%2.

[10] Sowparnika Pavan Kumar Attavar & Dr. Padma Rani, *How Children Under 10-years Access and Use Digital Devices at Home and What Parents Feel About It: Insights from India*, Global Media Journal, Indian Edition (2018), https://gmj.manipal.edu/issues/january2018/children-digital-devices-india-attavar-rani.pdf.

[11] *Children and Technology: Positive and Negative Effects*, MARYVILLE (Mar. 11, 2023, 9.45 PM), https://online.maryville.edu/blog/children-and-technology/.

experience, dealing with situations, and so on.

The industrial revolution occurred in India as civilization progressed. India is gradually moving towards technology. Unexpectedly, Covid-19 transformed the world to the point that we can only communicate with humans through technology to prevent or cure disease. We have always relied on technology, and we continue to do so now.

Today, the difficulty emerge that if most of the job done in covid-19 times through the medium of web or technology then why not educational establishment can do the same. The notion of education through technology evolved from there. During this time, every child receives their education through the means of technology or the internet. Even though the educational system is still regular and traditional nowadays, it has a technology twist.

Nonetheless, such a technological touch or early access to technology has raised the question of whether it has a positive or negative influence. As civilization advances, children not only have access to technology for educational purposes, but they also have access from birth. As a result, from childhood, children established their thinking with a mobile phone and internet access. As an outcome, kids can effortlessly operate their parents' smart phone. That is beneficial, but without correct handling experience, it may result in numerous losses and have an influence on the child's brain. Last but not least, an education system based on technology does not imply that education is just available through the medium of technology, but also involves adequate instruction on how to use such a medium for education.

(A) What is Primary education for child?

"*Children need primary education to develop critical foundational literacy and numeracy skills*"[12].

The elementary school provides youngsters with the framework for learning moral principles. School is the first location where the youngsters learn to socialise and converse with various new individuals, including their classmates and instructors. Prior to this, people generally socialised with their parents, siblings, and relatives. They are introduced to a whole different world at school, where they acquire the art of socialising, playing, and sharing with others. No parent should ever underestimate the value of a primary school for their children. School is where students learn new things, learn about many elements of life, communicate with others, develop communication skills, and gain confidence in themselves[13].

[12] *supra* note 3.

[13] *Role of primary education in child development*, VIDHYASHRAM (Mar. 15, 2023, 9.16 AM), https://vidhyashram.edu.in/role-of-primary-education-in-child-development/

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Early school is every child's first and most basic right. It is not just the government's obligation, but also the responsibility of parents, to guarantee that all children have access to education. Elementary education's main purpose is to enhance children's consciousness, create opportunities for self-development, and prevent intergenerational poverty. It's the first step in creating a welfare system and a community. Elementary education is a requirement for long-term development[14].

Primary education's goal is to ensure that children develop correctly. This implies that all children have the chance to fully develop their social, cognitive, cultural, emotional, and physical abilities. Attending a good pre-school and primary school, which can have a higher influence on children's academic success than family background or gender, is essential for obtaining a quality primary education[15].

In the country today, 57 lakh teachers teach 18 crore children in 12 lakh primary and upper school institutions. Almost 98% of students have access to primary schools within one kilometer of their home, and nearly 92% have access to an upper primary school within three kilometers[16]. Yet, primary education is the foundation of development. Primary School is where children acquire the fundamental skills that will prepare them for life, job, and active citizenship. Excellent education empowers children and adolescents, protects their health and well-being, and breaks the cycle of poverty. It also gives countries more authority, bringing economic success and social cohesiveness[17].

III. CONSTITUTIONAL AND OTHER LEGISLATIVE PROVISIONS GOVERNING BASIC EDUCATION FOR CHILDREN

Primary education is the period of learning that a child goes through following preschool but before entering high school. This education is provided to children aged five to eleven. Immediately after achieving independence in 1947, all involved government ministries set about providing basic education to all children. The necessary amount of determination, resources, responsibilities, efforts, and activities wer[18]e begun by both the involved international organisations and the Indian Government's statutory law to ensure that every child, regardless

[14] *Role and importance of primary education in child development*, LANCERSARMY SCHOOLS (Mar. 15, 2023, 9.20 AM), https://lancersarmyschools.com/role-and-importance-of-primary-education-in-child-development/.
[15] *Primary Education*, UNICEF (Mar. 13, 2023, 12.06 PM), https://www.unicef.org/education/primaryeducation.
[16] Primary education India, INDIA COLLEGES HUB (Mar. 15, 2023, 9.21 AM), https://www.indiacollegeshub.com/primary-education-india.aspx.
[17] *Id.*
[18] Dr. Savita Bhakhry, *Children in India and their Right*, NHRC (Mar. 15, 2023, 9.42 AM), https://nhrc.nic.in/sites/default/files/ChildrenRights.pdf. [20] *Id.*

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of colour, gender, or status, could finish primary school[20].

A new plan for child welfare has been implemented. On October 2, 1975, the Integrated Child Development Services (ICDS) system was inaugurated. The ICDS plan is widely regarded as one of the world's largest outreach programmes for children. It currently encompasses nearly all of India's development blocks. The project takes a multi-sectoral approach to child well-being, integrating health, education, and nutrition interventions, and is administered at the community level through a network of anganwadi centres (AWCs). Anganwadi workers and their assistants provide eight key services to 0-6 year old children, as well as expectant and nursing mothers, at these centres, including supplementary nutrition, immunisation, health check-ups and referral services, health and nutrition education for adult women, micronutrient supplementation, and preschool education for 3 to 6 year old children. The program's interventions have extended over time to include components focusing on teenage girls' nutrition, health, awareness, and skill development, as well as revenue production plans for women[19].

In 1986, a new National Policy on Education (NPE) was adopted. With a broad view, the NPE envisioned education as a dynamic, cumulative, life-long process that offers a wide range of learning opportunities to all sectors of society[20]. Its primary goal was to achieve the goal of "Education for All" by providing early childhood care and education, universalizing elementary education through formal and non-formal means, minimising waste, and incorporating the local community in early education administration. As a result, additional programmes were established, such as the District Primary Education Plan in 1986 and Operation Black Board in 1987. Also, the Non-formal Education Plan was amended. Other significant efforts undertaken by the government in selected areas, particularly in educationally backward States, including the Shiksha[21].

Karmi Project and Lok Jumbish Project in Rajasthan, the Bihar Education Project, and the Andhra Pradesh Primary Education Project. In its own way, the NPE attempted to give equitable access to education for all, regardless of class, caste, creed, or gender[22].

Nevertheless, the Sarva Shiksha Abhiyan (SSA) was initiated in 2001-02 with the goal of delivering quality basic education to all children aged 6 to 14 by 2010.

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[19] *Id.*
[20] *Id.*
[21] *Id.*
[22] Provision Related To Children In "Constitution Of India", CENTER FOR CHILD, (Mar. 15, 2023, 10.58 AM), https://centreforchildprotection.org/constitutional-provision/.

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In terms of education, the Constitution (86th Amendment) Act was notified in December 2002, establishing free and compulsory education as a Basic Right for all children aged 6 to 14. The addition of Article 21A to the Constitution to recognise the right to elementary education suggests that the right to personal liberty provided by Article 21 is now the foundation for a general right to education. Similarly, Article 45 of the Constitution has been amended to provide for early childhood care and education for all children until the age of six. Article 51A was further amended by the addition of a clause - (k) - saying that it is the responsibility of parents/guardians to offer educational opportunities for their children/wards between the ages of six and fourteen years[23].

Yet, in terms of pre-school education, the ICDS Early Child Care Education component remains a vital contribution in establishing a solid foundation for growth as well as the first step in the educational ladder. Children in India come from a variety of cultures, religions, castes, communities, and economic backgrounds. The government, as well as other stakeholders, should view the development of this human resource as a major national concern. It is the primary responsibility of everyone involved to make sure that children are given the right foundation early in life so that their potential may be fully realised for the expansion and development of the country[24].

IV. CONDITIONS OF PRIMARY EDUCATION IN RURAL AREAS

In rural locations, the available structures frequently quickly deteriorate due to inadequate construction and maintenance. It is undoubtedly true that there is still a space problem in the majority of institutions. By partitioning the area or holding a class outside, this results in the holding of many classes in the same room. The first scenario is undoubtedly not conducive to learning. Water quality and restroom accessibility, especially for girls, remain poor. The tools and techniques utilised to teach students in schools are still far from adequate. Elementary schools struggle due to a lack of instructors as well as a substandard physical infrastructure. Assessments are not carried out continuously[25]. Low motivation among teachers. There is practically any monitoring of teaching[28]. Many errors have occurred. Due to teacher disinterest, absenteeism, and under whelming school performance, many rural communities have bad opinions about the dedication of school teachers and believe that their children are not treated

[23] *Understanding child rights*, VIKASPEDIA, (Mar. 15, 2023, 10.16 AM), https://vikaspedia.in/education/childrights/understanding-child-rights.
[24] *Id.*
[25] Vikas, *Challenges of Elementary Education in Rural India*, INDIAN YOUTH, (Mar. 15, 2023, 3.45 PM), https://www.indianyouth.net/challenges-of-elementary-education-in-rural-india/.

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fairly.

The quality of instruction in schools in underdeveloped rural and tribal communities is terrible. Even in other regions, public or local government-run schools are available to underprivileged students. They have a generally poor performance history. Their chances of finding job in the long term are negatively impacted by the poor level of education provided in schools intended for the general public. Private schools, which demand extravagant tuition that is unaffordable for the poor but are significantly superior in terms of offering excellent education, are attended by children from the middle and upper classes[26]. Since their families cannot afford private schools, compensatory teaching, or coaching, as well as the disadvantage of having little to no academic support at home due to the general lack of education among family members, it is therefore the children of the poor who most need a good public sector school[27].

Though the State theoretically seeks to offer equal opportunities through heavily subsidised education, its unsatisfactory quality negatively affects the life chances of the economically and socially marginalized sections of the society and is likely to further underscore the divide between the haves and the have-nots[28]. It is a good idea to have a backup plan in case the backup fails. It makes it abundantly evident that the elementary school system is inadequate. And while there isn't any technology in that region, it is progressively advancing, therefore government schools need to be equipped with it and taught how to use it by teachers, parents, and guardians[29].

V. PARENTAL ATTITUDES TOWARDS DIGITAL TECHNOLOGIES AND THEIR CHILDREN'S USE OF DIGITAL DEVICES

Infants and children have easy access to digital gadgets and utilise them from a very young age, which is also true in the Indian environment. According to the survey[30], youngsters often had access to their father's smartphone but not their mother's or other family members' devices. Yet, the study discovered that youngsters utilised their father's phone if their mother's phone did not have internet access. The father is often the one who is strict in Indian homes, for example[31].

The care of small children is mostly in the hands of their mother as she stays at home or juggles

[26] Smarica Pant, Challenges of rural students in India, INDIAN TODAY, (Mar. 15, 2023, 3.48 PM), https://www.indiatoday.in/education-today/featurephilia/story/challenges-of-rural-students-in-india-1703143-202007-22.
[27] *Id.*
[28] J.G. Sreekanthachari and G. Nagaraja, *An overview of rural education in India*, 4 ADVANCE RESEARCH JOURNALOFSOCIALSCIENCE, (2013), http://researchjournal.co.in/upload/assignments/4_115-119.pdf.
[29] *Id.*
[30] *supra* note 12.
[31] *Id.*

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job and family while the father is at work. He is held in the highest regard and a no from him is usually always a no, even in the case of smartphone access[35]. Little children typically learn how to use a digital device from an older brother, friend, or family member. This includes locking and unlocking the device, transferring files over Bluetooth, utilising Google or YouTube search, and downloading applications, among other things[32]. Little children learn new things by imitating what they see and hearing. According to the research[33], kids utilised a number of apps and engaged with a wide range of information on their digital devices.

YouTube was frequently used for watching entertainment videos. s. A similar trend was observed in the OfCom's Children and Parents' Media Use and Attitudes Report (2014)[34]. WhatsApp, Hotstar, and Amazon were other popular applications. She was so obsessed with this daily soap that she wanted her father's smartphone so she could watch it every day. Youngsters consume a wide range of information and are comfortable with a number of platforms, including YouTube and online streaming services. Parents have used and continue to utilise their cellphones as digital distractions for their children, particularly during meal times[35]. Listening to parents on their children's ability to utilise digital devices reveals that youngsters use the gadgets independently or with minimal help. Parents also accept that their children know more than they do[36]. Youngsters excelled in digital skills. Five-year-olds accessed Video-on-Demand services independently and sent YouTube URLs to their fathers over WhatsApp. They requested and received parental assistance for accurate spelling of material when looking for required information, or they used the programmes' search history or voice search capability to compensate for their weak spelling abilities. Market research organisation, Nielsen's Mobile Kids 2016 study stated in a weblog on their website defines this trend like thus: "today's youngsters aren't simply carrying smartphones—they're mastering them[37]. Youngsters who relied less on digital devices engaged in non-media activities such as reading, puzzles and drawing, and outdoor play, among others[38]. Parents have recognised this as well, with some even attributing their children's reliance on digital gadgets to a lack of other stimulation. It was critical for their children to be conversant with digital gadgets and technology since everyone around them - especially in schools - knew and utilised them. Parents were concerned that if their children did not have the requisite technical skills of the digital era, they would fall behind,

[32] *Id.*
[33] *Id.*
[34] *Id.*
[35] *Id.*
[36] *Id.*
[37] *Id.*
[38] *Id.*

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which obviously unacceptable to any Indian parent was given the significance placed on academic performance in Indian society. Parents in India frequently believe that if their children are not fluent in the most recent technology or digital item on the market, it would hinder their children's social and intellectual growth. As indicated by the parents is that it is natural for children to use digital gadgets since "it's a generational phenomenon"[43]. The use of technology by parents to make their gadgets as child-friendly as possible demonstrates their digital literacy abilities, as they are aware of technical best practises to keep their devices secure from viruses, spyware, and unsuitable content. It is bad that parents have had to employ misleading strategies to keep their children from accessing or using digital gadgets, but this might also be due to the fact that the children in this research are under the age of 10. Little children might be demanding in their choices and frequently do not listen to their parents' rational justifications for avoiding something. This might be one of the motivators for parents to use misleading tactics, which they believe are a safe and simple approach to cease their children's excessive demands for digital gadget usage. Children enjoyed viewing videos on their smartphones, internet TVs, and tablets[39].

Furthermore, youngsters were seen to be utilising Hotstar for amusement and the Amazon shopping app for online buying. They utilised Whatsapp to make free, quick calls to grandparents and to distribute text messages among family members. They searched for content on Google using voice search. The children were able to use their digital gadgets in their homes alone or with little help. Parents' attitudes regarding their children's usage of digital media differed. Some parents believe that digital gadgets and devices benefit children. Several parents thought that children's usage of digital gadgets was a "generational issue"[40]. They promoted its usage, even by very young children, in order to prepare them for the difficulties of the digital era. Parents used a variety of tactics to monitor and regulate their children's digital media usage, including dialogue, tech tools, completely prohibiting the use of digital devices, and parents personally inspecting the phone for dangers. Buckingham (2004)'s report on Media Literacies resonates with the findings. The study also found that when children were given non-screen options such as books, games, or other outside activities, they relied less on screen-based gadgets. As a result, it is obvious that young children's access, adoption, and usage of digital devices raises the problems for parents, educators, careers, and even policymakers in assisting them to navigate their digital media environment appropriately and constructively[41].

[39] *Id.*
[40] *Id.*
[41] *Id.*

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(A) Positive effect of technology

Technology may assist kids in discovering new things, which is especially important to children who are physically or developmentally challenged. Yet, technology use has been linked to low self-esteem and social isolation in certain youngsters. As digital devices grow more prevalent, parents struggle to choose the appropriate level of technology for their children's life. Among the less evident good benefits of technology on children are the following[42]:

1. Through video chat and other real-time interactions, children may engage with their family, friends, and others in ways that strengthen their connections.

2. Parents or caregivers educate youngsters how to use technology responsibly.

3. Rather than attempting to remove all danger to children while using technology, the objective should be to reduce risk and adjust when difficulties develop, such as restricting children's access to gadgets at specified times of day.

However, many parents are hesitant to allow their preschool-age children to use technology because they are concerned about how it may affect their children's well-being and development.

Nonetheless, the students are surrounded by technology, much of which provides them with tremendous benefits, as explained by BSD Education[43]:

1. Technology enables youngsters to become self-sufficient learners more quickly.

2. They can study themes that interest them on their own after learning how to properly access digital information sources.

3. Children are able to utilise technology to develop "virtual ties" with family members, friends, and others when circumstances prevent them from doing so physically.

4. Children who have early access to technology learn the digital literacy skills necessary for their success in school and as adults.

5. Although some technological items work to improve young children's linguistic and problem-solving abilities, others encourage the development of hand-eye coordination.

(B) **Negative effect of technology**

Children are particularly vulnerable to excessive technology usage. For kids aged 2 to 5, the American Psychological Association (APA) suggests limiting technology use to one hour per

[42] *supra* note 12.
[43] *Id.*

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day of high-quality programmes. Setting consistent limitations on different forms of media, such as video game systems and cellphones, for kids aged 6 and older is crucial.

The APA advises parents to pay attention to the information and interactions kids are having with their screens. The amount of technology used by a kid and numerous behavioural and developmental issues are related, according to a review of studies on the potential harms of technology on children.

1. Poor concentration, aggressive actions, overweight, laziness, and sleep issues.
2. Musculoskeletal conditions brought on by leading a sedentary lifestyle.
3. Increasing risk of obesity and heart disease over the long term.
4. Children who use social media excessively or have mobile devices in their bedrooms experience sleep interruptions and poor sleep quality.
5. According to an Irish research, children of all ages can navigate major social media sites such as Facebook, Snapchat, TikTok, and Instagram. As a result, children may come into contact with criminals and other threats.
6. According to the Cyberbullying Research Center, cyberbullying is most common between the ages of 12 and 15. According to a recent poll of 13- to 17-year-olds conducted by the centre, 23.7% of females, 21.9% of boys, and 35.4% of transgender youth have been bullied.
7. Poor self-esteem and heightened anxiety: According to CNN, kids and adolescents are utilising Instagram image filters to enhance their appearance, even when the end product looks nothing like them. Young people who suffer from "self-esteem addiction" may feel inadequate. When youngsters spend more time on social media, they may grow reclusive or get obsessed with monitoring their feeds.

Unfortunately, research shows that children's overuse of screen-based media has detrimental effects on their learning and cognition, language development, social interaction skills, and overall social wellbeing, including a higher risk of depression and exposure to unsafe content and contacts through cyberbullying, online predators, and other means. This includes obesity, sedentary behaviour, poor dietary habits, and poor sleep. It also negatively affects their learning and cognition, language development, social interaction skills, and overall social wellbeing. The failure of screen-based virtual worlds to support young children's learning or other cognitive

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abilities has also been noticed in experimental investigations[44].

VI. CONCLUSION

According to a poll conducted by multinational software giant McAfee Corporation, 83% of Indian youngsters aged 10 to 14 years use cellphones, and 22% had experienced cyberbullying at some point. Yet, just 47% of Indian parents expressed concern about cyberbullying and abuse on social media, a whole 10% lower than the global average of 57%[45].

Primary education is regarded significant because it creates the groundwork for secondary and higher education and training, which is critical in today's fast-changing technology-driven growth. We have witnessed the initiatives made by the government to make the right to education a basic right.

Until now, a critical examination of the country's educational picture reveals that, while there has been significant progress towards universalization of basic education since independence, there is still a long road ahead to achieve this aim entirely[46].

Nonetheless, parents, educators, and guardians are concerned about children's usage and improper use. In this study, parents primarily permitted their children's digital media use and fostered a good attitude towards digital media in general as well as their children's digital media usage.

Furthermore, as academics and professionals in child care continue to disagree over the advantages or disadvantages of digital media for young children. This offers a chance for physicians, childfocused specialists, and policy makers to provide parents with information tools that will enable them to comprehend and influence their children's digital media choices.

Smartphone adoption is rising as internet access has become more accessible for those with modest incomes. Unquestionably, kids in India now have greater access than ever before to digital media and material. They have a wide range of options, from instructional applications to kid-focused video streaming services. The results of this study will thus provide enough insightful information for other parents, educators, and researchers to adapt to their own cultural and social settings and comprehend how young children use digital media in their homes and communities.

(A) Suggestion

[44] *supra* note 47.

[45] Ajay Kumar, *Parents dilemma digital world*, LINKEDIN, (Mar. 15, 2023, 6.21 PM), https://www.linkedin.com/pulse/parents-dilemma-digital-world-ajay-kumar.

[46] *Id.*

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1. Obviously, newborns and toddlers are not immediately engaged in the digital environment. Infants should also be shielded from early exposure to the digital world. During this age group, parents are primarily encouraged to monitor their own conduct and to prioritise digital activities over face-to-face activities and real-world play; according to WHO[47], active activities should clearly predominate sedentary activities until the age of five. When parents and other adults upload pictures and videos of their children online, they are creating their children's first digital footprints and should do it responsibly.

2. Children as young as four years old may be discovering the digital world through applications and videos. Although video streaming services are increasingly replacing television, parents and care givers should remember that both tv channel and streaming content should be included in a child's total, daily screen time.

3. Although young children may not often have their own social media accounts, they may spend more time watching videos and learning new game methods. Technology that enables youngsters to play increasingly complicated games, start reading and writing, listen to stories, songs, and rhymes, or build listening and speaking skills may be both instructive and amusing at this age. Parents and care givers should actively encourage their children, assist them in good choices, and explicitly restrict the time spent in online.

4. At the pre-adolescent stage when they are transitioning from shyness to independence. Many parents struggle to comprehend their child at this age, and the addition of digital gadgets and technology may make matters much more challenging, particularly when parents and families are not always aware of their children's online activity. Children may also utilise tablets, cellphones, and laptops for school tasks, and schools may not always give direction on how to use those devices, thus parental involvement and interest is required.

5. Parents should teach their children to be careful of any material offered over the internet and functions where personal information is requested. Furthermore, adolescents seek for greater freedom and privacy, and they frequently use social media to express themselves and make new social relationships. Teenagers can benefit from social media and online gaming in a variety of ways, including support networks and shared interests. Raising an adolescent in the digital age may be the most challenging task, because teens

[47] Dr Elizabeth Milovidov, *Positive parenting strategies for different scenarios*, COUNCIL OF EUROPE, (Mar. 16, 2023, 6.26 AM), https://rm.coe.int/publicationparenting-in-the-digital-age-2020-eng/1680a0855a.

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may gain more from digital media while also being exposed to potentially harmful material and behaviours such as grooming, sexting, hook-up apps, pornography, and others. Teen parents and carers must first and foremost build a good and trustworthy relationship with their children. Parents and carers may understand how their children use technology and provide assistance when things go wrong by monitoring their adolescents' online activities

6. The Council of Europe's guidelines[48] for parenting should be applied to the digital sphere to help parents and guardians continue to uphold children's rights in light of the new environment. This new idea suggests that parents should provide their kids the following things: 1) nurturing care and engagement in their child's digital development – attending to a child's desire for affection, warmth, and security as they explore the online world; 2) Providing a child with a sense of security, a predictable routine, and age-appropriate boundaries for the online world; 3) A nonviolent upbringing offline and online; 4) communicating in a peaceful and nondemeaning manner with children about any issues they may have while taking part in internet activities.
7. From the 2017 Digital Literacy Handbook and the positive parenting fact sheet[49]: 1) open discussion with youngsters about using the internet, its advantages and disadvantages; 2) proactive protection of your kids' online identities and reputations; 3) learning alongside your kids about the opportunities the digital age can offer 4) guiding your kids and shielding them from potential online dangers.
8. For yourself and your children, make sure to use the strictest privacy settings to limit who may see your uploaded images and videos to your friends and family. Talk to your child about what information is private, both about them personally and about other family members. Examine the privacy and data protection policies offered by social media and gaming sites.
9. Examine the social media site to see whether it is suitable for your child's age. Instead of strictly restricting, think about modelling appropriate behaviour for your child so they may learn from you.
10. Incorporate the importance of not revealing personally identifying information. Try creating an account and 'friending' your youngster on the same social media platform.

[48] *Id.*
[49] *Id.*

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Make sure your adolescent has other trustworthy people to talk to (e.g., a relative or teacher) if she does not want to discuss with you.

11. Learn about the game and play with your children so you can create your own thoughts and conclusions about it. Talk with your children about the dangers of internet gaming. Establish ground rules, such as never sharing personal information and only playing/communicating with individuals they truly know in real life if feasible. Disable the chat function and apply age-appropriate parental controls to ensure your children are not spending too much time online, depending on their age and maturity.

"Digital parents" must, however, be responsible role models and build dialogue and trust so that children may openly discuss their independent online activities. Digital parents should also learn what parenting style works best for their family so that their children not only participate in, but flourish in, the digital era while remaining safe from any threats provided by this new environment. Lastly, parents and families must actively monitor child's behaviours, such as when they post online information, utilise digital tools throughout the day, or enable their children to use these technologies.

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