



A STUDY OF AWARENESS REGARDING EDUCATIONAL APPS DESIGNED FOR LEARNING AMONG PRIMARY SCHOOL STUDENTS IN PUSAD CITY

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ABSTRACT

In the digital age, the integration of technology into education has transformed traditional teaching–learning processes. At the primary level, educational apps play a vital role in enhancing reading, writing, arithmetic, science, and language skills through interactive tools such as videos, games, animations, and quizzes. This study aims to examine the awareness and usage of educational apps among primary school students, with special reference to differences between urban and rural learners. A descriptive research method was adopted, and data were collected from 180 students (90 from Marathi-medium and 90 from English-medium schools) using an Awareness Scale on the Use of Educational Apps. Statistical analysis reveals that overall awareness of educational apps is 81.87%, while 72.5% of students actively use them. Awareness and usage increase with grade level, being highest among 7th and 8th-grade students. Among apps, BYJU’s (59.37%) and Diksha App (53.12%) are most familiar, followed by Google Classroom, Vedantu, and Khan Academy. The primary purposes of app usage are homework/revision (61.25%), doubt clearing (53.12%), and exam preparation (43.75%). Findings highlight that although awareness is high, actual usage is relatively lower, suggesting the need for proper guidance, digital resources, and motivation. Teachers’ recommendations play a limited role in app adoption, as students rely more on personal interest and necessity. The study concludes that educational apps significantly contribute to independent learning, curiosity, and exam readiness at the primary level. Strengthening awareness and guided use can bridge rural–urban gaps and enhance the effectiveness of digital learning.

KEYWORDS: *Educational apps, primary education, digital learning, awareness, rural–urban divide, self-learning, technology integration*

BACKGROUND

In today’s digital era, the education system has undergone significant changes. Along with traditional teaching methods, technology-based learning has gained substantial importance. Particularly at the primary education level, various educational apps have been developed to make the learning process more engaging, accessible, and

effective for students. In recent years, initiatives such as *Digital India*, the **Education Policy**, and various schemes of the Department of School Education and Literacy have contributed to the increasing use of technology in education. At the school level, apps like **Diksha App, e-Pathshala, BYJU's, Toppr, Vedantu, Google Classroom, and Khan Academy** provide opportunities for students to learn in a more interactive and self-directed manner. For primary-level students, such apps are mainly used to enhance reading, writing, arithmetic, science, and language skills. With the help of these apps, students learn through pictures, animations, videos, games, and quizzes, making learning more engaging, memorable, and practical. However, it is important to examine the extent to which these apps are being used effectively, how much awareness students have about them, and the level of their knowledge and consciousness regarding these digital tools. The appropriate use of educational apps not only supports students' academic progress but also contributes to the development of their creativity, critical thinking, and self-learning abilities. Therefore, studying the **awareness regarding educational apps designed for learning among primary school students** becomes highly significant.

NEED FOR THE STUDY

In the 21st century, the use of information technology in the education system is increasing rapidly. Teaching methods now emphasize the integration of digital tools to make learning more effective, engaging, and creative. At the primary school level, education is considered the foundation for the holistic development of students. The subjects and concepts taught at this stage build the base for their future academic life. Hence, the role of educational apps that enrich the learning process of students becomes highly significant. At present, various educational apps such as **DIKSHA, e-Pathshala, BYJU's, Toppr, Vedantu, and Khan Academy** are being widely used. These apps allow students to learn at their own pace, revise concepts, and make learning more effective and enjoyable through pictures, audio, videos, animations, and quizzes. Furthermore, during the pandemic, the increasing need for online learning highlighted the importance of these apps among students.

However, in many primary schools, students' awareness of these apps remains limited. Although some students and parents are aware of the academic utility of these apps, they lack awareness of how to use them effectively. Moreover, disparities exist between rural and urban students in this regard, which can affect their academic progress.

Additionally, the **Education Policy** emphasizes the integration of technology in education as a necessary component. Therefore, it becomes essential to explore the extent of awareness among students regarding educational apps, how this awareness influences their learning process, and in which areas improvements are required.

For these reasons, there is a strong need to conduct a study on **the awareness of educational apps designed for learning among primary school students**.

SIGNIFICANCE OF THE STUDY

Primary education is the most crucial stage in every student's life. At this level, it is essential to cultivate an interest in learning, instill fundamental principles of knowledge, and encourage creativity. In today's digital age, the teaching-learning process is no longer limited to textbooks but is increasingly supported by various technological tools. In particular, educational apps provide students with a more **interactive, experiential, and self-paced** learning experience.

The significance of this study can be outlined as follows: This research will reveal which educational apps students are more aware of, which apps are actually being used, and how their usage influences students' learning styles and academic performance. Students will gain direction regarding the appropriate and effective use of educational apps. Teachers, by understanding the level of awareness among students, will be able to adopt more innovative teaching methods. They can also integrate these apps themselves to make the learning process more engaging and effective. Parents will gain awareness of which apps are useful for their children's learning and how to guide them in using these apps productively at home. School administrations, by identifying gaps or challenges in students' use of apps, can take measures such as increasing the availability of digital resources, organizing workshops, and providing proper guidance. Since the **Education Policy** emphasizes the effective use of technology in education, the findings of this research will also be useful for policymakers and educational planning bodies. Furthermore, this study may highlight the differences in awareness of educational apps between rural and urban students, thereby helping to devise strategies to reduce the **digital divide** in education. Thus, the findings of this study will be valuable in improving the quality of students' learning, guiding teachers and parents effectively, and contributing positively to the implementation of educational policies.

OBJECTIVES

- 1) To study the awareness of available educational apps among primary school students.
- 2) To examine the extent and the manner in which students use educational apps for learning.
- 3) To study the gap in awareness regarding educational apps among students from urban and rural areas.

Hypotheses

- 1) There is no significant difference in the mean awareness of available educational apps among primary school students.
- 2) There is no significant difference in the mean regarding the extent and manner of use of educational apps for learning among primary school students.
- 3) There is no significant difference in the mean awareness of educational apps between students from urban and rural areas.

RESEARCH METHODOLOGY

In the present study, the **descriptive research method** has been employed. A total of **180 students** were selected for the research, consisting of **90 students each from Marathi-medium and English-medium schools**. For data collection, an **Awareness Scale on the Use of Educational Apps** was utilized. The validity and reliability of this research tool were duly tested. Thus, facts and data for the study were collected through this instrument.

Statistical Analysis :

Table No. 1.1**Table Showing the Awareness of Educational Apps among Students**

Class	Students (N)	Aware Students	(%)	Apps user students	(%)
5 th	40	30	75.00%	25	62.50%
6 th	42	34	80.95%	28	66.67%
7 th	38	32	84.21%	30	78.94%
8 th	40	35	87.5%	33	82.50%
Total	160	131	81.87%	116	72.50%

From the above table, it is evident that **75% of students in Class 5 are aware of educational apps**, while **62.50% actually use them**. In **Class 6, 80.95% of students are aware**, of which **66.67% are users**. Among **Class 7 students, awareness rises significantly to 84.21%**, with **78.94% making actual use of apps**. In **Class 8, awareness is the highest at 87.5%**, and **usage stands at 82.5%**. Out of a total of **160 students, 131 (81.87%) are aware of educational apps**, and **116 (72.5%) are actual users**. It is observed that as the class level increases, the percentage of awareness regarding educational apps also increases. In the lower primary classes (5th–6th), both awareness and usage are relatively low, whereas in the higher classes (7th–8th), there is a marked increase in both. A clear distinction is noted between students who are aware and those who actually use educational apps, which indicates that although some students have knowledge about these apps, lack of facilities, resources, guidance, or motivation may limit their actual usage. The peak in both awareness and usage observed in Classes 7 and 8 suggests that with higher grades, students' **learning needs, academic pressure, and reliance on digital tools** tend to increase.

Table No. 1.2**Table Showing the Details of Major Educational Apps Familiar to Students**

Educational Apps	Aware students (N)	(%)
BYJU's	95	59.37%
Diksha App	85	53.12%
Google Classroom	70	43.75%
Vedantu	55	34.37%
Khan Academy	45	28.12%
Toppr, Doubtnut	30	18.75%

From the above table, it is evident that **BYJU's is the most familiar educational app**, with **95 students (59.37%) being aware of it**. **Diksha App ranks second**, with **85 students (53.12%) recognizing it**. **Google Classroom is known to 70 students (43.75%)**. Awareness of **Vedantu is found among 55 students (34.37%)**, while **Khan Academy is familiar to 45 students (28.12%)**. Apps like **Toppr and Doubtnut are known to only 30 students (18.75%)**. Among students, **BYJU's emerges as the most popular and widely recognized app**,

largely due to its extensive advertisements, parental preference, and market availability. **Diksha App also has considerable recognition**, mainly because it is provided under a government educational initiative. **Google Classroom gained prominence during the COVID-19 pandemic**, when online learning became widespread, which explains students' greater familiarity with it. On the other hand, **Vedantu and Khan Academy are moderately known but used less frequently**, possibly due to factors such as paid classes, emphasis on English-medium content, or limited promotion at the regional level. **Toppr and Doubtnut show very low awareness (18.75%)**, indicating that these apps have not yet reached rural and semi-urban areas effectively, or that students have had limited opportunities to use them.

Table No. 1.3
Table Showing the Objectives of Using Educational Apps

Objects of Apps use	Students (N)	(%)
Homework / Revision	98	61.25%
Doubt Clearing	85	53.12%
Exam Preparation	70	43.75%
Additional Knowledge / General Learning	65	40.62%
Suggested by Teachers	50	31.25%

From the above table, it is evident that the **largest number of students use educational apps for homework and revision (98 students – 61.25%)**. **Eighty-five students (53.12%)** use apps for **doubt clarification**, while **70 students (43.75%)** utilize them for **exam preparation**. For **general learning or additional knowledge**, **65 students (40.62%)** make use of apps. Comparatively fewer, **50 students (31.25%)**, use apps because they were recommended by teachers. This indicates that the **primary purpose of app usage for students is homework and revision**, meaning that educational apps function mainly as a **supportive tool**. More than half of the students use apps for **doubt clarification**, which highlights that digital tools provide opportunities for students to independently solve their academic difficulties. Nearly half of the students use apps for **exam preparation**, suggesting that apps also play a significant role in **competitive and exam-oriented learning**. About **40% of students use apps for general learning**, reflecting that some learners are interested in knowledge beyond the prescribed curriculum and satisfy this curiosity through apps. The fact that only **31.25% of students use apps because of teachers' suggestions** indicates that **students' own interest and motivation play a stronger role** in app usage, whereas teachers' influence or guidance is relatively less significant.

CONCLUSION

The overall awareness of educational apps among students (**81.87%**) is satisfactory, and the usage rate (**72.5%**) is also significant. However, compared to awareness, the actual usage is lower. This highlights the need for **teachers, parents, and schools to provide proper guidance, training on how to use apps effectively, and the necessary technical support**. Students in higher grades are more aware and active in using educational apps, which suggests that the impact of digital learning is gradually increasing in a positive direction. At the primary

level, it is necessary to organize **introductions and demonstrations of educational apps** to increase awareness and usage.

Among the apps, **BYJU's and Diksha App are the most familiar**, which shows that these apps are effective at both the primary and secondary levels. **Google Classroom** is also significantly known, indicating that online learning has accelerated the adoption of digital tools. Other apps such as **Vedantu, Khan Academy, Toppr, and Doubtnut** are relatively less recognized, suggesting the need for **greater promotion, availability of regional language content, and user-friendly features**. Overall, students' awareness of educational apps is largely concentrated on a few popular apps, while teachers, schools, and parents need to make efforts to increase awareness about other useful apps.

The primary purposes for which students use educational apps are **homework, revision, and doubt clarification**. Although apps are also used for **exam preparation and additional knowledge**, their usage in these areas is relatively lower. Since the usage of apps recommended by teachers is low, teachers need to provide **more consistent guidance and encouragement for students to adopt digital tools**.

In conclusion, educational apps have proven to be **effective tools that simplify learning, help clarify doubts, and support exam preparation** for students.

EDUCATIONAL IMPLICATIONS

In today's digital age, the use of technology in the field of education has become inevitable. Particularly at the **primary school level**, the use of educational apps proves to be highly beneficial in creating interest in studies, simplifying revision, and developing the habit of self-directed learning among students. Based on the findings of the present study, the following educational implications are evident: A majority of students are aware of educational apps. Therefore, while teaching the curriculum, teachers should enhance the use of **digital apps alongside traditional methods**. Apps can be effectively used for **revision and practice** of lessons taught in the classroom. **Videos, animations, quizzes, and games** available in apps increase students' participation, thereby fostering curiosity, interest, and self-motivation in learning. Apps provide students with **instant answers**, which helps in developing independence. Even students who hesitate to ask questions in class can overcome difficulties using apps. For examinations, practice test papers, MCQs, and revision videos available through apps enable students to prepare more effectively, which may contribute to improved performance. If teachers guide students in choosing appropriate apps and demonstrate the correct way of using them, it can have a **positive impact on learning outcomes**. By using digital supplementary content, teachers can make classroom teaching more **interactive and effective**. Educational apps also allow **parents to monitor their child's progress more easily**. Parents should encourage students to use apps appropriately and regularly. At the primary level, the use of educational apps is not merely a supplementary tool but an **effective educational application integrated into the teaching-learning process**. As students' awareness and actual usage of apps continue to increase, adopting digital tools in education has become a **necessity of the time**. Through the **combined efforts of teachers, parents, and students**, the maximum educational benefits of educational apps can be realized.

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