International Journal of Science, Strategic Management and Technology
Volume **02** Issue **03** March-**2026** | ISSN: **3108-1762 (Online)** | Impact Factor: 3.8
An International, Peer-Reviewed, Open Access Scholarly Journal Indexed in recognized academic databases

Transforming Indian Culture Through Education in the Era of Digitalization

Rajasi Roy[1] and **Dr. Subhankar Ghosh**[2] (Corresponding Author)
[1] *Former M.Ed. Student,* Department of Education, The University of Burdwan, Golapbag, Purba Bardhaman-713104, West Bengal, INDIA
and
[2]*Assistant Professor,* Department of Education, The University of Burdwan, Golapbag, Purba Bardhaman-713104, West Bengal, INDIA
Corresponding Author Email: sghosh@edu.buruniv.ac.in | ORCID: https://orcid.org/0009-0004-6230-850X

https://doi.org/10.55041/ijsmt.v2i3.237

Cite this Article: Roy, R. (2026). Transforming Indian Culture Through Education in the Era of Digitalization. International Journal of Science, Strategic Management and Technology, *02*(03). https://doi.org/10.55041/ijsmt.v2i3.237

License: This article is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting use, distribution, and reproduction in any medium, provided the original author(s) and source are properly credited.

Abstract

With the swift progression from ancestry to posterity, came newer modes as to how a person should be or will be. The being of an individual is largely framed by an assemblage of Education, Culture and Society. As an unsaid rule, society acts as a beholder of the successful agreement between education and culture. It manifests the expectations of a greater mass that resides in the similar organization. Periodically it has been observed that the approaching novelty pushes to create innovative practices in fulfilling the actual objectives of the above mentioned, and conform to something stronger. The past few decades are likewise sophisticated with the touches of technology, leading to digital conversion. Even the most delicate concepts of value teaching and preserving, culture conservation etc. are made easily accessible within the domains of high-tech advancements. Evolution towards an efficient workforce customarily propels the sectors of Education and Society to rapidly embrace changes, and whilst the territory of Culture expands itself as far as possible to infuse whatever comes in its way. Hence, we get to see a wide variation of attributes which constantly redefines the concept of culture in each generation. Digitalization, as in hereafter, is modernistic route to intrigue classical ideas into recent reality, so that the true reflection of a civilization abides.

Keywords: Indian Culture, Culture & Sociological Phenomenon, Educational Reforms, Digitalization

Introduction

Prehistoric humans were known to hunt for food to survive, later discovered fire, crafted weapons. Their existence in groups, as witnessed on the pages of history, was the first actual evidence to how communing can lead to distinct turn of events, evolving towards modernity. The inhabitants of a society are lively constructs of interactions with each other, thus establishing a system of principles, standards, and belongingness. Over a great amount of time, education was mere communicating of beliefs, and then gradually engineered to become a medium of culture and value transmission. Values reflecting the philosophy of fraternity, equity, resilience, cooperation are a key means to confer the ideals of being and contributing to one's own self and also to the bigger umbrella of society. Newer times saw the dawn of technological progress where science is the central force to every possible change. Parallel to digital exposures, the concepts of culture, education and how they act in unison in a societal set-up, have undergone massive

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

innovations, moreover addressing a paramount range of subjects that were otherwise unexplored. This exposition depicts the timeline of perception regarding the meaning of culture in context to India, chronology of educational development, social outlook on culture and education, reforms in education and their effects on cultural changes, globalization and its impact on culture, and digitalization as a way to renovate values.

Culture at a Glance

Culture is a unique possession of humankind, which separates him from the wilds. The age-old assertion that 'man could be a social being' is nowadays reconceived as a new adage which expresses in a way that 'man could be a cultural being'. It is a blanket concept that includes in itself all our walks of life, modes of behavior, customs and traditions, manners and morals, ethics and philosophies, modes of behaviour, our economic, political, religious, and other kinds of activities. As attributed by MacIver and Page **(MacIver,1987)**, culture is "the realm of designs, of values, of emotional attachments, of intellectual adventures". It is the whole 'social heritage' which the individual receives from the mass **(Louise,H., 2021)**. Although from a deductive approach, it is widely accepted that people were accustomed, nearly from the moment of birth; to think in certain ways, and to observe certain rules. Thereby came into being, artificial instincts that enabled millions of strangers to cooperate effectively, hence, creation of a network of artificial instincts, culture happened **(Harari, Y.N., 2015).** The route of Indian Culture exposes the fact that the nation is a fantastic melting pot of indigenous traditions, amalgamated with infiltrations from major world religions, traces of foreign invaders, and the vitality of families and communities in passing down cultural wisdom through generations**.** Certainly with its diversity so unique and distributive, India's progressive cultural relevance is known and acknowledged worldwide.

Evolution of Indian Culture

While trying to understand Indian culture in its real essence, we have to be conscious of the idea that the true reflection of culture is in a civilization which forms grounds to manifest cultural identities and practices. Culture can exist without building a civilization but a civilization cannot survive without culture. Such an initial representation was exhibited within The Indus Valley Civilization that flourished around 3000 BCE. A huge extent of cultural continuity in the form of trade (barter) and religious habits were shared across cities, indicating strong communication chains and connections between settlements. The developing period during the Vedic Age provides us with insights on how Hinduism had a sway on the fabrications of Indian culture and civilization**.** Later, Jainism and Buddhism enriched Indian culture with new prospects of divination and conscience. Nevertheless Hinduism remained to be preached as the majority religion, some new canons encouraged introspection and quests for spiritual enlightenment such as **(Gautam,N. Sharma, K.K., 2021)**. –

- ***Ahimsa or non-violence***: Admiring all life thus introducing vegetarian cuisines on the Indian menu and shunning away from blood sacrifices.
- ***Asceticism:*** Abdicating worldly pleasures through meditation, simplicity and fasting, which values spiritual fulfillments above material gains.
- ***Karma and rebirth:*** The belief that actions and intentions in this life affects rebirth, promoting virtues like benevolence, righteousness.
- ***Liberation:*** The ultimate goal of ending all sufferings and cycles of resurrection through spiritual enlightenment. This inspired Indian philosophy, arts, and self-actualization.

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

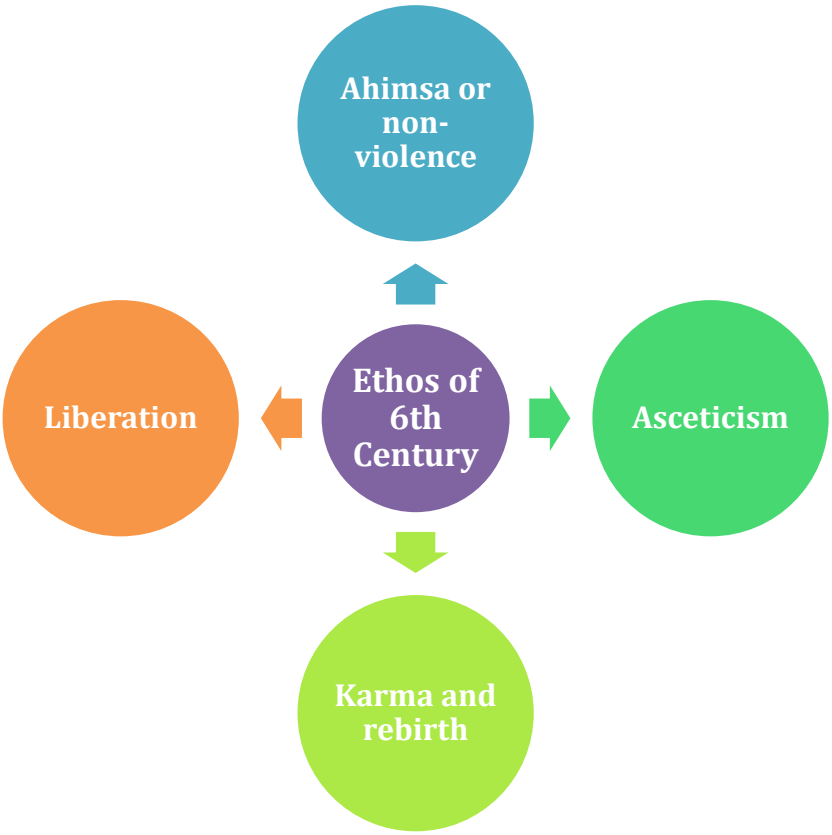


Fig -1: Emergence of new Ethos since 6th Century BC

Because of this hybridization of culture, the archaic culture of India did not disappear with the incoming of Muslim invaders in latterly. 6th century architectures showed some Greek impressions, while downstream the timeline, the masonry replaced wood with stone; depicting definitions of Muslim influence. Most riveting aspect of the Indian medieval history is the development of Indo-Islamic style in art and architecture, characterized by adaptation of Indian resources, expertise, designs and motifs to the needs of the Islam.

The next historical period, designated as Modern India after the arrival of the Portuguese, Dutch, British and French to India, was chiefly classified as a phase where the rise of foreign settlements provoked depreciating our national heritage. As per the chronicles, during this period, interpretation of our heritage was dominated by the conviction that the West needs to abolish barbarism from within the primitive and inferior people or create civilized populations where it did not exist. The culture of imperialism thereupon evoked idolizing one's own culture to the exclusion of other cultures, a notion antagonistic to our olden Indian approach**.**

Education and Culture: Sociological Phenomenon

The society is some medium of expressing culture and civilization, a means to demonstrate their existence through actions, preferences, behavior, etc. Society categories are based on socio-economic factors, urban development, mode of governance, technology innovation, social structure, religious system, language and food stability**.** On that account, there are multiple cultural entities belonging to a single societal community, further leading to multiculturalism, intercultural interactions. Intercultural skills are the abilities that help perceive and adjust one's perspective and behavior in response to varied cultural circumstances and environments. Respecting cultures, languages and traditions that are discrete from your own is what an intercultural professional should abide by. Here are certain intercultural competencies:

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

- **Communication**: Communication skills help interact, convey and comprehend information clearly. Communication in cultural diversity requires empathy and flexibility. Effective communication skills also include non-verbal cues, active listening and conflict resolution.

- **Problem-solving**: Problem-solving abilities can help to understand challenges better and discover solutions productively. This also leverages the experience and expertise of society members from different backgrounds to find creative and innovative solutions.

- **Empathy**: Empathy is the capacity to relate with someone else by comprehending circumstances and challenges from their perspective. An empathetic individual will respect other's customs and traditions like their own.

- **Multi-linguistic Skills**: In an intercultural society, multilingualism can make people aptly apprised of other cultures, potentially making it uncomplicated for them to collaborate and work with people from several, yet different cultural identities.

- **Collaboration:** Collaboration is an interpersonal competency that helps to work concurrently, against a common challenge or make progress towards a shared aim. Collaboration skills include emotional intelligence, problem-solving, active listening, coercion and communication abilities.

- **Respect**: Respecting the perspective of others, listening to each other and understanding everyone's perspective can make discussions and meetings more insightful.

- **Cultural Awareness:** Cultural awareness refers to a person's ability to recognise and appreciate the unique perspectives and customs of others. It involves making an effort to learn and embrace traditions that are different and celebrating them together.

- **Critical Thinking**- Critical thinking enables individuals analyze different challenges, understand the reason behind them, hence develop and implement solutions. Strong critical thinking skills can help diverse members collaborate smoothly, resolve conflict, demonstrate leadership and improve efficiency **(Samag,S.V., 2017)**.

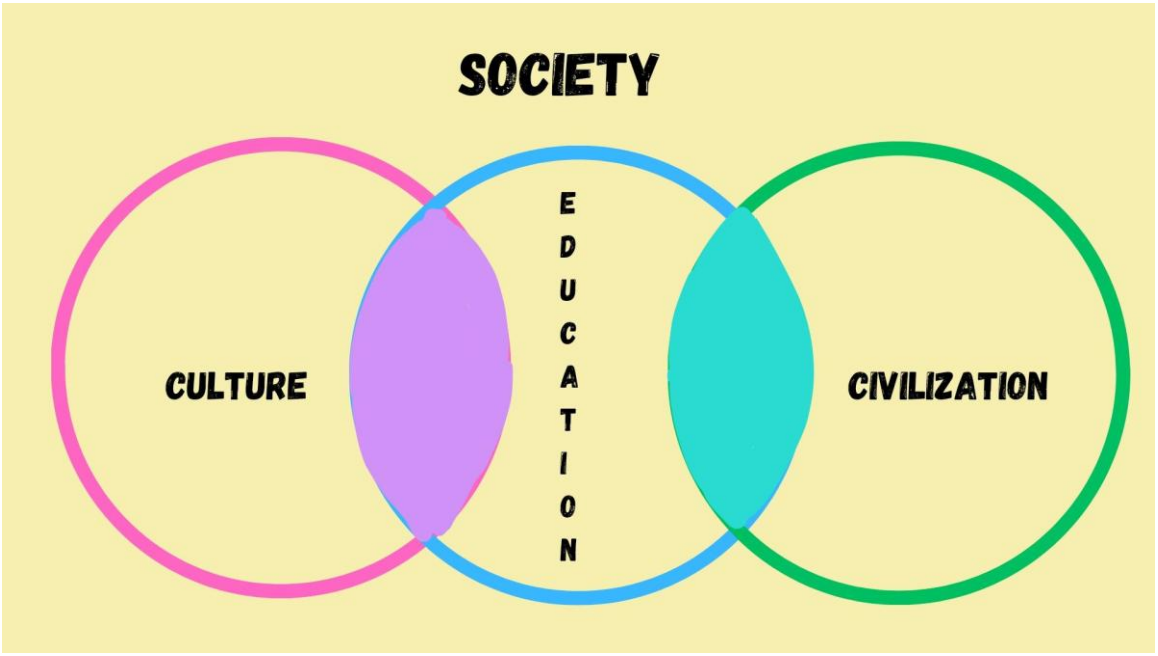


Fig-2: Relationships between Society, Culture, Education and Civilization

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

Cultural Changes with Educational Reforms

Culture represents a collection of values, beliefs, attitudes, and behavioral screenplay that are usually acceded on by a group of individuals. It can encompass within itself a wide array of elements, ranging from language, and governmental configurations, to annotations of family, etiquettes, greeting behaviors, death rituals, etc. Primary role of culture is to provide a persevered, harmonious and consistently balanced environment or skeleton whose aim is to ensure or, at least, enhance the survival conditions of the group. And the finest achievements to what makes the notion of society are due to cultural transmission and transfer of learning. The education system is the basic pillar of upliftment in every possible sphere, including fulfilment of principal necessities, overall positive development and being acknowledged for its hopeful prospects. It includes informal transmission of knowledge, skills, and attitudes too, besides formal schooling. Despite its ever-changing nature, culture confers the recognizable continuity of basic values and behavioral patterns by the educational system. Here are thus, a few perks of having a fair control of Education on Culture:

1. **Culture Conservation:** Through its specialized agencies, operations, education tries to inculcate customs, values, traditions, morals, arts etc. into the tender psyche of pupils.
2. **Culture Communication:** Education undoubtedly maintains the culture flow by endowing the existing cultural experiences, traditions, customs, values, etc. to succeeding heirs through profuse arrangements. Without this transmission, the civilization may have been in a position of stagnancy, progress of mankind would be suffocated and to motion it would have been the toughest job.
3. **Culture Promotion:** The genuine spirit of education lies in its progressive function to modify existing cultural patterns in the light of changes visible in the needs and demands of the society. These shifts are strengthened owing to cross-cultural, pluralistic variables. As such, education performs by regularly remodelling and reconstructing human experiences, as new cultural patterns are formed by altering and reorienting the outworn cultural forms to suit the dynamic, transitional needs.
4. **Moulding the Personality:** An individual's personality goes on developing when he or she continues to forge a web of relationships with other members of society. This form of interaction is made possible by education according to the behavioural patterns or culture of the existing society. In simple words, culture is an informal agency of social control which helps in moulding the behavior of the individuals in a desirable way **(Mathews,S.M. Savarimuthu,A., 2020)**.
5. **Restoration of Unity:** Proper education treats culture, like a full-bloomed flower all together, whose petals represent different groups, hence meets the dire responsibility of civility. Education, further, helps in circulating modern cultural values like co-operation, integrity, brotherhood, compatibility, reverence and affection for others to humanity for its deep-rooted survival.
6. **Removal of Cultural Lag:** If a dissent is present between material culture and non-material culture, there emerges this lag concept. As it is seen, material culture is advanced due to the rapid advancements in science and technology and people adopt modern lifestyles ignoring non-material parts of culture**.** Therefore, non-material culture lags behind the former. Education efficiently eradicates cultural lag through innumerable activities **(Mathews,S.M. Savarimuthu,A., 2020)**.

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

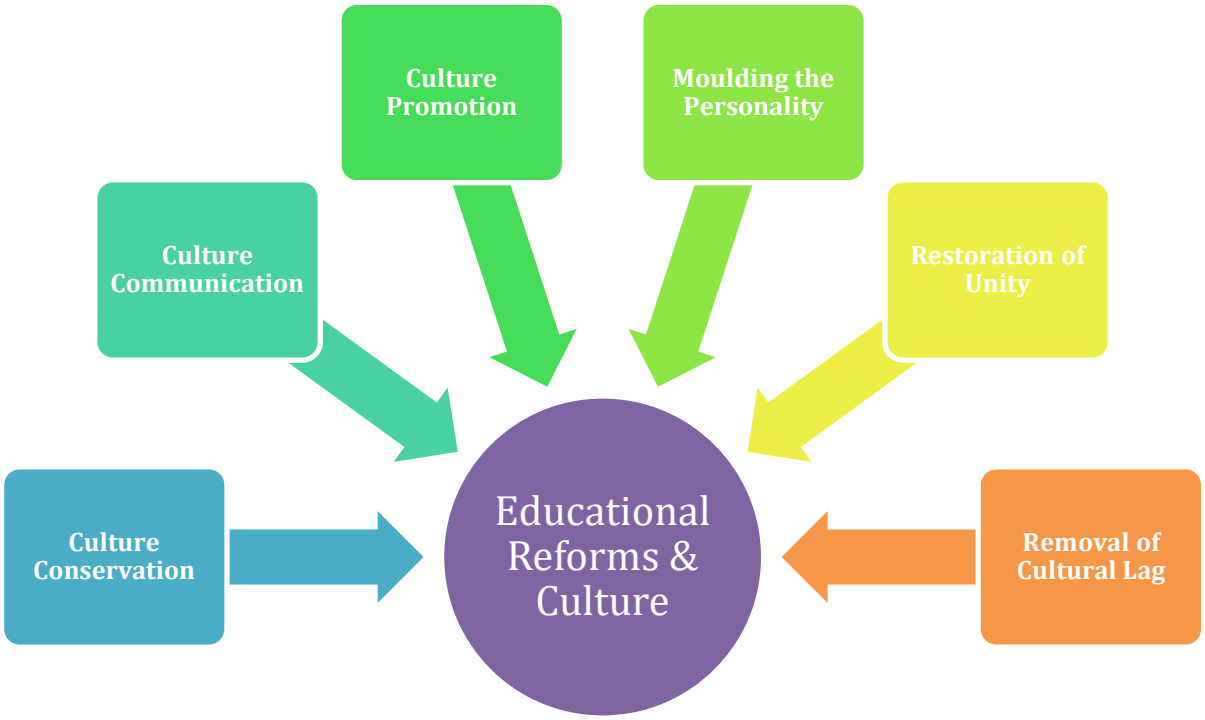


Fig-3: Cultural Changes through Educational Reforms

The goal of education can be pulled off through a panoramic curriculum, able to fulfil cultural needs through ideals and values. For example, democratic culture reflected in textbooks creates sense of freedom, discipline and peacefulness among learners in the current democratic era. Moreover, education brings different cultures closer through extensive diffusion, thus investing in inclusive and holistic acquisition of cognition, ethics and artifice **(Gautam,N. Sharma, K.K., 2021)**.

Cultural aspects and Globalization

Globalization is seen as a major transformative force, as well as driving fuel since the late 1950s that reshaped the cultural landscape of nations around the globe. Till now, the regular ingress of international media, exotic cultural expressions has enabled globalization to penetrate into the core of cultural diversity in India. Also, technology has helped preserve some of the dying antiques, archive local languages, and expose Indians to various global flairs, like, increased instances of inter-caste marriages seen in urban areas. Nonetheless, the socio-economic disparities in societies continue to cause conflicts, which are dominated by caste hegemony **(Barot,R.P., 2022)**. Globalization to an extent has changed the demography of Indian races within and outside India. It has attacked the marginalizing tendencies and patriarchal mind-set in India; helped in getting rid of derogatory practices towards women, also in alleviation of women conditions and exposure of women-related issues **(Barot,R.P., 2022)**. Correspondingly, a huge inclination of large number of people towards embracing a more materialistic lifestyle is a sign that the youth is on the verge of shifting to something non-Indian and unfamiliar. But the bright side to this is that it has aided in greater social mobility via providing better, high-paying job opportunities, access to higher education etc.

Culture with Digital Inception

Digital influx into milestones of Indian development is not a recent issue. It was India who witnessed advances in science and technology way before Europe made its invasion as a driving force in inculcating scientific aptitude. The 21st century India is on a mission to achieve improved access and cost-effective mechanisms to knowledge integration, wherein digital preservation is a key instrument, by ensuring 'back-up' copies for endangered and brittle

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

books or documents **(Upadhyay,T., 2019)**. Culture is now furnished pompously with technological refinement and presented to a greater population without the prior restrictions of time and place. Digitalization of life has undoubtedly boosted the standards of living, nevertheless, simultaneously; it raises questions about digital trends. For a present-day society, social media is not just a communication channel but rather a production house of content, which has recently taken the form of a sensation and is growing into a reality.

The current learning model includes technical education with online education based on new technological advances that supports the promotion and inheritance of ethnic culture. Thus, a learner-centric, interactive teaching approach is being adopted by teachers to appropriately address diverse learners in the classroom. Technological developments have shown ways to incorporate flexible and vivid teaching techniques, such as online courses, open learning platforms etc. , therefore expanding the space for independent learning **(Zhang, J., 2019)**.

There is also a considerable concern that should be advocated in this context: Cultivation of a culture of technological fluency. Now that the learning realms are not confined to the conventional classrooms, there should be nurturing of a mindset where technology is not seen as a separate segment, but as an integral part of the intellectual and creative toolkit. Practical applications need to be aligned with technological engagement and global problem-solving by building deeper insights, critical thinking, learning cooperation and experimentation. This will further empower learners with sense of responsibility, global citizenship, to use their skills for a positive impact **(Evanick,J., 2023)**. Smartphones broadened the web as it shifted from desktops to the hands of common people. Right at this time, people's every activity, including their food or clothing preferences, and whereabouts ; their engagement with popular culture items; their time spent on social media ; sort of online content they root for ; even their live location or previously visited locations, are recorded as data in the era of 21st century internet applications.

Conclusion

Education is an important appliance to fetch success. Yet, success is not just monetary or economic stability. It is the liberty to make use of every single chance that comes through our way. Culture does emanate from and to education. Through generations, both of these fundamentals have been interrelated and undoubtedly the only key to triumph. The elementary concept of Demand and Supply fits so well the cultural and societal domains, that, at times, the process of continuing to meet the changing needs can invariably lead to crises in their execution. Identifying these blocks immaculately, followed by adaptation to fruitful approaches in mitigating them and finally admissible carrying out of actions in reality, can pave the path in shaping stronger and superior public force. Therefore, we as citizens should be visionary and facilitative towards finding new unfolding. The primordial concern of today is to take action on, maintain, and promote sustainability at every corner. Hence the global entirety must concentrate on centering their efforts and resources in building and transacting environmental, economic and social rationale. Stakeholders are expected to play pivotal roles, as they are those in whom the lion's share of population has vested their expectations and aspirations, as far as the required power and authority to reform is concerned.

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.

References

1. Barot, R.P.(2022). Culture in India and the Effects of Globalization, International Journal of Innovative Research in Technology, Vol 9.

2. Gautam,N. Sharma, K.K.(2021). Indian Culture: A Modality for Wellbeing, Journal of English Language and Literature, Vol 7.pp. 02-05.

3. Harari,Y.N.(2015). Sapiens-A Brief History of Humankind, London : Vintage, pp. 181.

4. Jaipal, S.(2018). The Effects of Globalization on Indian Culture and Society, International Journal of Advanced Research in Commerce, Management and Social Science, Vol 1 . pp. 95-99.

5. Louise,H.(2021). The Culture: Characteristics and its Elements, Global Journal of Sociology and Anthropology, Vol 10(3).pp. 001-002

6. Maji,M. Das, S.(2023). Influences of Culture on Education in Modern India, International Journal of Creative Research Thoughts, Vol 11.

7. Pathade, M.A.(2020). Changing Educational Culture in Indian Society, International Journal of Creative Research Thoughts, Vol 8.

8. Pink,H.(2020). Education as Cultural Transformation, Dubai, International Conference on Education and Education of Social Sciences.

9. Samag, S.V. (2017). A Study on the Role of Education in India's Social Transformation, Journal of Emerging Technologies and Innovative Research, Vol 4.

10. Upadhyay, T.(2019). Digitization Technology in Preservation of Indian Cultural Heritage, International Journal of Research in All Subjects in Multi Languages, Vol 7.pp. 02-03.

11. Zhang, J.(2019). Educational Diversity and Ethnic Cultural Heritage in the process of Gobalization, International Journal of Anthropology and Ethnology.

Webliography

- *https://www.mea.gov.in/distinguished-lectures-detail.htm?219 retrieved on 01.05.2024*
- *https://www.frontiersin.org/articles/10.3389/fsoc.2023.1145221/full retrieved on 01.05.2024*
- *https://link.springer.com/referenceworkentry/10.1007/978-0-387-79061-9_755 retrieved on 03.05.2024*
- *https://www.researchgate.net/publication/313717631 retrieved on 05.05.2024*

© Author(s). This work is peer-reviewed, openly published, and permanently archived
This article is openly accessible and reusable with proper attribution.