

Assessment of Pedagogical Effectiveness in Hindi Social Media-Based Learning for UPSC Civil Services Aspirants

Bhupesh Kohli¹, Chhavi Kulshreshtha²

¹Research Scholar, Department of Education and Humanities, Manav Rachna University

²Associate Professor, Department of Education and Humanities, Manav Rachna University

Abstract: Hindi social media educational platforms have become significantly beneficial for the aspirants of civil services examinations in India. In this digital age, these platforms are cheaper and easily available for the Hindi medium aspirants. The study aims to assess how impactful is learning conducted through Hindi social media platforms. In this research the online social media learning through platforms like YouTube, Telegram, Facebook, X has been evaluated on the basis of pedagogical criteria. The study tests the impacts of learning through diverse modes of instruction. The main objective of the study is to acknowledge the understanding and results of aspirants. In addition the study examines self-regulated learning and linguistic-cultural inclusion of the candidates. The study applies mixed method design. Quantitative and qualitative data have been collected through personal survey and open-ended interviews respectively. In-depth study and analysis of the related materials have been also included. Collected data have been analyzed by simple statistics and through thematic process. The result makes it clear that social media facilitates better conceptual understanding of concepts. Aspirants can go through the study-materials time and again. Through online social media preparation barriers of time and geography are lessened. Yet, some problems and challenges came to light. The bigger challenge is authentic material and deficiency of academic quality benchmarks. The lack of exam-oriented format is also a major problem. Checking of the correctness of materials is considered essential to make the platforms highly fruitful. For the curriculum design and evaluation there is a need of a well-defined institutional norms. If this up-gradation becomes possible, Hindi social media educational platforms for the preparation of Union Public Service Commission (UPSC) civil services competitive examination can emerge as a very strong educational instrument. This medium will contribute to ensuring linguistic equity in civil services exams.

Keywords: Hindi social media, pedagogical criteria, self-regulated learning, curriculum design, linguistic equity

INTRODUCTION

The study on 'Assessment of Pedagogical Effectiveness in Hindi Social Media-Based Learning for UPSC Civil Services Aspirants' assumes significance in the post-Covid-19 period, in recent times, as there has been a substantial increase in both the necessity and the practice of civil services exam preparation through Hindi social media platforms in India. Some points are of required significance:

Context and Background: Digital revolution has transformed education across the globe. This change in India is the most striking. Social media educational platforms have brought about a new wave of change in the field of education; especially for the preparation of competitive examinations these platforms are exception significant. By 2025, there are about 900 million users of internet worldwide. 57% of those users like their own regional language in place of English. This is a major shift. High-quality study content is easily available for the aspirants who are preparing for the civil services exams through Hindi medium. The Hindi social media include YouTube (468 million users in India), Telegram (70% civil services aspirants use it), Facebook, WhatsApp, X etc. These platforms have made study materials easily accessible to all exam preparation aspirants. Traditional coaching institutes were not capable to provide such facilities (Muralidharan and Sundararaman, 2015). UPSC civil service examination is the most difficult examination in India. More than 10 million applications are received every year for this exam. Earlier this exam was easier primarily for the aspirants who were preparing residing at Mukherjee Nagar and Karolbagh-Old Rajendra Nagar, as the best coaching institutes were based there. But the scenario has been changed due to the Hindi social media educational platforms. Geographical distance isn't a hindrance now. The number of admissions has gone down by almost 60% by 2024. This is a big indication that students are accepting the change. But there is a challenge. All are getting information or study materials, but What about the quality of those resources? What about the quality of the teaching method? What about the limitations of that preparation? The responses to these questions are unclear. (Selwyn, 2019; Buckingham Shum et al., 2012)

The Pedagogical Gap: The accessibility of Hindi social media educational platforms is very good. But there has been insufficient focus on its effectiveness. Traditional coaching is highly costly, ranges from 1 lakh to 1.5 lakh rupees. But what they provide? They provide mainly structured curriculum, regular assessments, doubt resolution and accountability. On the other hand learning or preparation through social media is entirely different. Here, it is unregulated, fragmented, with variable content quality and without assessment (Ferdig et al., 2020; Clark & Mayer, 2016). National Education Policy 2020 emphasizes that more materials should be made available in regional languages. But the problem is regarding its implementation. The key question is whether it is limited to providing only accessibility, or it gives quality-based fruitful education for the preparation of competitive exams? Does it deliver results similar to those of traditional coaching? (Rao & Gopinathan, 2020)

Research Significance: This study connects three significant areas - Educational Technology, Linguistic Justice and Competitive Examination Preparation (Garrison & Anderson, 2003; Moore, 2013). This work is useful for policy makers, content creators, educational institutions, aspirants and national institutions. The government must know whether this policy is working properly. This may be useful to better the national education policy. It is also highly useful for the content creators who are writing contents for the social media platforms like YouTube, Telegram, WhatsApp, Instagram,, X etc. They ought to follow guidelines for quality assurance. Now schools and coaching institutes are developing resources following the hybrid or digital model of providing education through social media platforms. They need to know what ways are more fruitful. Students find it challenging in making a choice among different social media educational platforms, and what materials are better as well as proper. The governments of India also require handling the digital facility-framework and needs of the aspirants (Trucano, 2016; UNESCO, 2020).

Research Questions: This study wants to answers mainly four questions - 1. To what extent has Hindi social media explained the concept clearly? Is it as good as the traditional coaching institutes? 2. What is the effect of these platforms on the self-regulated learning? Do these social media educational platforms for the preparation of competitive exams promote linguistic and cultural inclusion? 3. What are the key problems? For example: Is there standardization in the materials and format? Are the contents authentic and correct? Is the format exam-oriented? 4. How can these platforms be better? What kind of institutional frameworks are required?

Theoretical Framework: This study employs mainly three principles: 1. Socioconstructivism - Vygotsky and Piaget propounded this theory. According to them learning depends on language and social contact. So, Hindi social media educational platforms may be helpful for the preparation of civil services exams. (Vygotsky, 1978; Piaget, 1954), 2. Technology Acceptance Model - Davis put forward this theory. This theory assesses how widely it is used and how much it is easy to be used (Davis, 1989), and 3. Linguistic Justice Framework - Pannikar and Spolsky proposed this framework. It deals with equality within multilingual contexts. This theory considers all languages equal for learning (Panikkar, 2014; Spolsky, 2004). These three principles present a complete picture of learning. These principles are not evaluating only educational effectiveness but also look on cultural and linguistic aspects.

REVIEW OF LITERATURE: In the post-Covid-19 period there has been a major increase in both the practice of civil services exam preparation through Hindi social media platforms in India. Studies regarding this topic is fragmented and not in abundance. Yet, its literature and secondary studies are significant. Some points must be reviewed:

Digital Learning Ecosystems and Educational Technology: According to Sylwyn (2019) digitalization has transformed the shape and way of education. Learning is not restricted to the classrooms. This is the future of learning where there is no boundary and everything is online. Clark and Mayer (2016) find that multimedia-based learning concepts are very useful and highly effective. If it is prepared properly, it improves memory retention by 20-30 percent. Muralidharan and Sundararaman (2015) have indicated that technology-based education has helped a lot in delivering education to rural regions. But Buckingham Shun and et al. (2012) has shown that only technology is not enough. Design, quality of educational materials and structure of examinations are also highly significant.

Ferdig, R. E., Baumgartner, E. et al. (2020) indicate that social media has created an ecosystem for the informal learning. Here students are self-learners, there is nothing against one's will. But Moore (2013) has presented the Transactional Distance Theory. According to him, the effectiveness of learning is based on dialogue, structure and learner's autonomy. There is more than enough freedom on social media platforms for the preparation of competitive examinations, but it generally lacks proper educational structure. This is a unique and distinctive situation.

Linguistic Equity and Education through Regional Languages: A digital education material in Hindi and regional languages is a major trend. Panikkar says that it is a great step against the dominance of linguistic imperialism of English language. Spolsky (2004) finds that the selection of a language is not only about academics. It is political also. It is language which plays the key role in shaping student's confidence, identity and capacity of learning. In India 57% urban students choose their own or mother tongue rather than English. It approves the thought of Spolsky. Rao and Gopinathan (2020) has proved that first time learning through Hindi medium gives 30-40 percent more benefit to students, especially in understanding the fundamental concepts.

Linguistic justice not only means to provide study materials. It demands the same and needed quality of study materials. The study of Grameen Foundation (UNESCO, 2020) shows that digital platforms in Regional languages and Hindi can reduce expenses by up to 50-60 percent. But it poses a risk also. It is a must to maintain the quality of coaching as language inclusion should not deepen differences in quality.

Scholastic Effectiveness in Competitive Examinations: Garrison and Anderson (2003) have identified three essential elements for achieving and ensure success in distance learning. They are Cognitive Presence, Social Presence, and Teaching Presence. Cognitive Presence is to motivate the critical thinking and to develop problem-solving skills. Social Presence is regarding to create educational community to know each-other to cooperate to solve preparation problems. Teaching Presence is related to curriculum design, formative assessment, and instructional guidance. All these three elements are of highly significance.

Visual Pedagogy or learning on YouTube works in accordance with Cognitive Load Theory of Sweller (1988). Videos make even complex ideas easy to grasp. That's why Cognitive Presence is a helping element. In online social media preparation Telegram groups are made for material distribution and student-teacher group making, and where candidates ask required educational helps among themselves. So it is clear that the element of Social Presence is also fruitful. But on many platforms there is lack of teaching presence as the absence of organized curriculum, regular tests and personal guidance. Ferdig, R. E., Baumgartner, E. et al. (2020) and Trucano (2016) discuss digital education in South Asia. They reveal that it is good to provide educational materials online, but without standardization it becomes a shortcoming. It may be addressed as quality variability. It is because the way of teaching is often different, some contents may be wrong; there may be lack in proper preparation of examinations etc. So there may be a critical crisis at the time of competitive exams. Standardization of preparation is directly related to the result of examinations.

Assessment of Content Quality on Digital Platforms: The absence of the assessment of examination on social media based platforms is major pedagogical gap. Brookfield and Preskill (2005) says that assessment or evaluation of examinations is an integral part of learning. It shows what a student has learned and what he has not learned. This feedback is very important. Social media educational platforms for the preparation of competitive exams are designed for engagements, and not for evaluation. Therefore, on many platforms regular tests, answer keys and performance tracking are not practiced. Traditional and highly established online coaching institutes provide all these facilities. Moore and Diehl (2019) are of the opinion that self-regulated learning is essential for social media learning. It needs clear learning objectives, progress monitoring and adaptive feedback. According to Zimmerman (2020) these conditions are called scaffolding. These strengthen the objectives. But usually these scaffoldings do not have these in Hindi social media. All these responsibilities fall on the competitive exam candidates.

Research Gaps and Significance: Research gaps and its significance are in trends. But the systematic study of its educational effects is seen rarely. Most of studies focus on two aspects - they either praise digital democracy ignoring the problems of quality, or criticize unregulated platforms forgetting benefits of ease of access. Special focus of this study is on pedagogical rigor, competitive examination success and linguistic justice. This combination is seen rarely in Indian educational research. The main gap shows that Hindi social media platforms have achieved unprecedented accessibility and linguistic inclusion, but these platforms are working without institutional frameworks which do not ensure pedagogical quality. This study is to address these gaps.

This is to assess learning outcomes, structural limitations and content quality. As a conclusion here literature review shows that it is true that digital technique is changing the scenario of education and learning through social media has become easier. But the problem is with its quality. What is good is the progress which has been advanced in language justice. But how much it is enough for the competitive exams is not clear. This question remains even now. That's why this study is required.

RESEARCH OBJECTIVES

Objective 1: To assess the pedagogical impact of Hindi social media based learning for UPSC civil services aspirants.

Objective 2: To examine challenges related to standardization, quality and accuracy of Hindi social media content for UPSC civil services preparation.

Objective 3: To propose a structural or institutional framework to enhance Hindi social media based learning more inclusive, standardized and effective for UPSC civil services aspirants.

RESEARCH HYPOTHESIS

1. H_0 (Null Hypothesis) - For the preparation of UPSC civil services exams there isn't any significant difference of effectiveness between education based on Hindi social media platforms and education based on traditional coaching institutes.

2. H_1 (Alternate Hypothesis 1) - Although Hindi social media platforms helps in better understanding and makes learning easy, but it often leaves UPSC civil services exam preparation incomplete.

3. H_2 (Alternate Hypothesis 2) - If proper regulatory frameworks and guidelines are established within Hindi social media platforms for the preparation of UPSC civil services examinations, it can match the effectiveness of traditional coaching.

METHODOLOGY

The study on 'Assessment of Pedagogical Effectiveness in Hindi Social Media-Based Learning for UPSC Civil Services Aspirants' is based on a mixed-methods framework which merges both qualitative and quantitative study techniques:

Data Collection

I. Primary Mode: This uses the techniques in 4 steps - taking interviews, conducting surveys, organizing data and lastly interpreting the findings. All the surveys and interviews have been executed with the Delhi-NCR residing participants who are or have been aspirants for UPSC civil services exams.

II. Secondary Mode: This method has included research articles as well as review of existing studies, related case analyses, academic journals, and data collected from mainly Delhi-NCR based coaching centers.

Tools and Sampling Design: The target Sample has been taken from the aspirants for UPSC civil services exams; from those candidates who have appeared in the UPSC exam or exams and those who are preparing to appear in the UPSC examinations. Aspirants are chosen from of the age-group of 20-38; and through random sampling method combining with purposive sampling. The number of Sample Size was 300 and the Sampling Areas are Mukherjee Nagar and Old Rajendra Nagar-Karolbagh in Delhi-NCR. The qualitative survey is based on open-ended questionnaire which include feelings, opinions, experiences etc. The quantitative survey is based on 5-point Likert scale based model with options - Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. As statistical tool Microsoft Excel has been used.

SURVEY SAMPLE

Demographic Information

1. Personal Information

Age Group	20-25	25-30	30-35	35+
Numbers	38	141	67	54

Gender	Male	Female	Others
Numbers	217	83	0

2. Educational Background

Education	Graduate	Post Graduate	Doctorate
Numbers	165	109	26

Subjects	Humanities	Commerce	Science	others
Numbers	159	76	54	11

Medium of Preparation	English	Hindi	Bilingual
Numbers	117	79	104

Language You Give The Exam	English	Hindi	Bilingual
Numbers	198	68	34

3. UPSC Preparation

Years of Preparation	Less than 1 Year	More than 1 Year	More than 2 Years	More than 3 Years
Numbers	49	71	92	88

4. Number of Times Applied

Applied	1 Time	2 Times	3 Times	More than 3 Times
Numbers	57	74	98	71

5. Hindi Social Media Usage

Platform	YouTube	Telegram	Facebook	WhatsApp	Others
Numbers	281	167	83	87	107

6. Daily Study Duration

Duration	1-2 Hours	2-3 Hours	3-4 Hours	4-5 Hours	5+ Hours
Numbers	64	91	56	47	42

7. Regarding Traditional Coaching

Taken	Never	Taking Now	Previously Taken	Taking Together
Numbers	70	93	81	56

QUALITATIVE QUESTIONNAIRE

1. Learning Experience

Basic Question: For how long have you been preparing for UPSC civil services exams with the help of Hindi Social Media (YouTube, Telegram, Facebook, and WhatsApp, X etc.) platforms? What has been your experience of learning on these social media platforms? What are the positive and negative aspects you have experienced?

2. Conceptual and Learning Clarity

Basic Question: How clearly do you understand the basic concepts for the preparation of UPSC civil services exams explained in the social media content? In which subject is your understanding is strong, and in which do you face difficulties - Explain with specific examples.

3. Quality and Credibility of Content

Basic Question: Do you find factual accuracy in the content of social media platforms dedicated for UPSC civil services exams? Have you seen any contradictory content? What is the difference and similarity among different platform's content?

4. Exam Preparation and self-regulated Learning

Basic Question: How well-structured do you feel your preparation is for the UPSC civil services exams with Hindi social media? Do you find regular tests, assessments and feedbacks? Do you find yourself capable and disciplined for the proper preparation?

5. Linguistic Justice

Basic Question: What kind of experience do you have for the preparation of civil services exams through Hindi social media platforms? Did the Hindi social media boost your confidence? What are the benefits and deficiencies in preparing for the civil services exams through Hindi social media platforms? Do you feel the Hindi medium online coaching needs to be developed more?

QUANTITATIVE QUESTIONNAIRE

It is based on 5-point Likert scale based model with options - Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

Sl. No.	Statements	Options				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Hindi social media platforms for the preparation of UPSC civil services exams help me to understand the basic concepts of exams clearly.	57	82	23	60	78
2	Hindi social media online educational platforms provide me freedom in accordance to the time and place, which is better than the traditional coaching.	64	73	31	44	88
3	I can use videos of Hindi social media platforms again and again to prepare in the better way and to memorize as well.	17	40	12	96	135
4	Hindi social media materials maintain factual accuracy and have not noticed any wrong information.	37	55	53	84	71
5	I find similarity and required standardization on the channels of different Hindi social media.	103	89	28	64	16
6	There are systems for regular tests, evaluation and feedbacks on Hindi social media platforms which helps me in the preparation for the UPSC civil services exams.	57	69	38	72	64
7	I can track my learning-progress at the time of using Hindi social media platforms, and also can decide my target keeping self discipline.	114	93	41	22	30
8	I confidence has been strengthened due to preparation by the help of Hindi social media, and I understand as well as conceptualize better in Hindi than English.	46	42	19	81	112
9	Learning or preparing through Hindi social media platforms has helped me in getting better results in my civil services exams or tests, or hoping better results.	33	69	53	66	79
10	Overall, learning through Hindi social media educational platforms is as effective as traditional coaching, or it can be if suitable institutional reforms are introduced.	76	77	24	36	87

DEMOGRAPHIC DATA ANALYSIS

Majority of respondents belong to the 25-30 age groups, which is about 47%. Among them 72 % are males and 28% females. 55% are graduates, 36% are post graduates, and more than half applicants have a humanities background. 26% respondents prepare in Hindi, 39% respondents prepare in English, and 35% use both Hindi and English for the preparation of the UPSC civil services exams. In contrast, most candidates write the exam in English who are about 66%; while about 23% candidates appear for the exams in Hindi. Most of the candidates are preparing for competitive exams for more than two years. About 56% are preparing for UPSC civil services exams for over 3 years, which shows a pattern of long term and repeated efforts.

YouTube emerges as the most prominent platform among all Hindi social media platforms which is about 93.7%. This is followed by other platforms like Telegram which is used by about 56% candidates, WhatsApp is applied for this purpose by 29% applicants, Facebook exercisers are 27. 6% and other platforms are utilized by 35.6%. It indicates that the main learning medium is video-based content. Most of applicants study through social media using it every day 2-3 hours (30%), or 1-2 hours daily which is about 21%, while the number of 5 hours and above users are comparatively is low. Around three-fourth applicants in some way or another are enrolled in traditional coaching now, earlier, or at the same time. Only 23% of applicants have never taken traditional coaching. It reflects that Hindi social media educational platforms are used mainly as a supplementary resource, rather than a full-fledged alternative to coaching.

QUALITATIVE DATA ANALYSIS

Hindi social media educational platforms have provided easily accessible, cost-efficient and flexible online option for the preparation of UPSC civil services examinations. Hindi medium aspirants easily understand lectures, notes, analysis and speeches given in Hindi on the Hindi social media platforms like YouTube, Facebook, Telegram, WhatsApp etc. Recent studies indicate that 68-70 percent civil services candidates and users consider Hindi digital materials more credible than English digital materials. In accordance to KPMG-Google the number of Hindi-speaking internet users has become 201 million by 2021 which is 38% of total internet users in India. According to the qualitative survey taken about 68-70% Hindi medium civil services aspirants consider Hindi digital content more comprehensible and credible. YouTube, Telegram, Facebook, WhatsApp, Instagram, X etc. have made civil services exam preparation in Hindi medium accessible, easier and affordable. 9 out of 10 internet users are not highly proficient in English. They choose Indian languages, particularly Hindi as a medium. The survey-report states that for Hindi-speaking students study-materials in Hindi make them conceptualize the content quickly and easily. There is a rapid increase in the number of Hindi medium aspirants to appear in UPSC civil services exams.

Social science and General Studies are more comfortable to grasp in Hindi. Survey shows that about 68% users accept online study-materials in Hindi more trustworthy factually. Yet the quality is uneven across different platforms or channels. Sometimes they get incomplete and contradictory information. That is why aspirants need to cross-check the content. According to the survey 55% civil services aspirants in Delhi are from rural areas. They choose Hindi language as medium of exam preparation. They need to be self-motivated to participate in tests, evaluation and personal contacts with the teachers. Entertainment-focused algorithms of social media pose a challenge to academic concentration and discipline. Even 57% of urban aspirants like to use online Hindi contents to conceptualize the exam-related themes. They get increase in self-confidence using the Hindi medium platforms. Yet the dominance of English continues for many competitive exams, especially in UPSC civil services exams. That's why bilingual aspirants need to be skilled in both English and Hindi.

QUANTITATIVE DATA ANALYSIS

This analysis of quantitative survey data presents very meaningful and significant insightful perspective. The total respondents are 300. On the basis of their responses it is clear that Hindi social media are contributing strongly to conceptual understanding, revision and boosting confidence. But there remain critical deficiencies in humanizing content, UPSC competitive exam oriented structuring and self-discipline. About 44% respondents agree and strongly agree that Hindi social media facilitates conceptual clarity regarding the UPSC civil services exams, while almost the same number (about 46%) of respondents disagree. It means experiences vary among individuals, but a big number of respondents accept that it is useful. In other opinions on time and location there is equal agreement and disagreement; about 44% agree and

46% disagree. It shows that some candidates find this flexibility as productive, whereas for others it results in lack of consistency and distraction. Third step of this survey indicates that about 77% respondents feel that revisiting videos enhances their conceptual retention. This is the key educational strength of the Hindi social media for UPSC civil services competitive exams. Nearly 52% respondents agree that the content for UPSC civil services competitive exams is usually correct according to the statement 4. However about 31% respondents disagree and 18% express neutrality. It means examinees are still largely responsible for verifying what is wrong and what is right. In 5th statement 64% respondents accept that there is neither uniform standards nor established criteria among Hindi social media educational platforms; and also there is no unified academic standards or regulatory frameworks. In accordance with the 6th statement regular testing, evaluation and feedback are offered by certain educational platforms. However, overall agreement and disagreement are almost equal. So it cannot be considered a comprehensive and well organized system.

According to the seventh statement about 69% respondents accept that they are unable to effectively monitor set goals, progress, and sustain discipline on social media platforms, whereas only 17% of respondents are with this statement. This indicates a major lack of self-regulated learning. On the contrary, in 8th statement, 64% respondents agree that Hindi medium boosts both their self-confidence and understanding. This highlights the psychological advantage associated with language. About 48% feel that they have achieved or have been achieving better results due to Hindi social media educational platforms, But 34% don't agree to this statement, as the 9th statement of the survey indicates. In other words, there is a sense of potential advantage, but clear-cut conclusions are not consistent for everyone. Only 41% respondents agree to the last or 10th statement that with appropriate institutional reforms Hindi social media could be as effective as traditional coaching. However, around 51% still disagree. This indicates that Hindi social media educational platforms are currently considered a supporting tool rather than a complete replacement of for traditional coaching; It still needs structural reforms like standardization and monitoring.

ANALYSIS OF RESEARCH OBJECTIVES:

In view of the primary and secondary survey data, the outcomes of the three research objectives are as follows -

Objective 1: Pedagogical Effectiveness - Findings from the primary survey indicate that most of the candidates are engaged in UPSC exam preparation for more than two years. They are well educated and most of them are from humanities background. While preparation is largely done through a Hindi/bilingual model, yet they take the exam in English. It shows that Hindi social media competitive exam preparation platforms have become now a consistent support within the mainstream preparation ecosystem. Primary data or Likert data demonstrate that about 77% respondents agree that watching videos multiple times helps those better grasp concepts. About 64% candidates indicate that using Hindi as a medium strengthens their confidence and conceptual clarity; whereas around half of them see real or possible improvement in their performances. This is in line with the findings of global studies conducted by scholars like Clark & Mayor, Rao & Gopinathan, KPMG-Google etc., that multimedia learning in the mother tongue can boost cognitive advantages and access by 25-40%.

Objective 2: Factual Accuracy, Concerns over Quality and Content Humanization - About 52% respondents generally find factual accuracy of contents. But in contrast 31% respondents find the content factually not proper. Even the review of literature indicates a potential risk that an uncontrolled digital environment, quality variability and content overload pose significant challenges. It means students still bear the responsibility of filtering right from the wrong study materials. Approximately 64% of respondents disagree on the issue of standardization that channels maintain uniform criteria and stable quality. About 69% of them face challenges in monitoring their progress and sustaining discipline. Secondary data related to NEP-2020, Garrison & Anderson and Trucano show that in the absence of a structured curriculum, evaluation and scaffolding, the exam-related framework of social media learning through competitive exam platforms is inherently weak.

Objective 3: An Inclusive, Effective and standardized institutional Framework - Secondary data indicates that more than 57% Indian users give preference to Hindi or their regional language. 9 out of 10 new internet users lack proficiency in English. In this scenario, Hindi social media educational platforms for UPSC is a natural means of promoting inclusion and linguistic justice in prestigious examinations such as the UPSC civil services exams; provided it is aligned with a formal educational system. According to the primary survey results most of applicants are effectively living a hybrid model, blending social media support while coaching provides the structural backbone. There is a need to reinforce this framework at the policy level. It requires content accreditation in accordance with the UPSC standards. AT the same time, personalized curricula need to be developed. There is also a need to implement Learning Management System (LMS) based test series and progress reporting system. In addition, bilingual (Hindi-English) content design should be encouraged necessarily. High quality online education can be ensured through these institutional measures. This can also help in providing equal opportunities for candidates.

ANALYSIS OF HYPOTHESIS

1. **H₀ (Null Hypothesis)** - It is rejected. The Primary survey indicates that about three-fourth applicants are connected with traditional coaching in one way or another. Only 23% applicants never took admissions in any coaching institutes. It means Hindi social media is used as complementary help. It is not used as an independent option. Average score of statement 10 is about 2.94, which is almost neutral. The number of non-agreeing individuals is higher than that of the agreeing individuals; while secondary data indicates that traditional coaching delivers well-structured curriculum, regular testing and formal accountability. In this way, the two mediums vary in their effectiveness and practical role. Therefore, H₀ is rejected at the practical level.

2. **H₁ (Alternative Hypothesis 1)** - H₁ is strongly supported. According to Likert data about 77% respondents accepts that repeatedly watching videos improves understanding and memory of concepts. 64% views that the use of Hindi medium results in better understanding and greater confidence. This matches the conclusions regarding the advantages of learning through multimedia in Hindi and regional languages. This advantage contributes an extra 25-40% cognitive benefit. Conversely, the mean score is much lower than 3 on standardization (statement 5) and self-regulated learning (statement 7). About 69% applicants admit difficulties in staying disciplined and in tracking their progress. Regular feedback facility is available only on some online social media channels. Therefore, H₁ is strongly supported. Hindi social media regarding competitive exam preparation is strong in conceptual clarity and flexibility. On the other hand, it is weaker in terms of evaluation and curriculum structuring.

3. **H₂ (Alternative Hypothesis 2)** - H₂ is conditionally supported. A total of about 41% respondents agree that if properly improved, Hindi social media education platforms can match the effectiveness of conventional coaching. At present, they are not equivalent. But it is possible if it is improved properly. It is considered by a large number of respondents. The secondary data also acknowledge that more than 57% users like Hindi or regional languages and most of them are not efficient in English. So, if UPSC social media platforms align with standardized curricula, content review, LMS-based test series and bilingual content design, then social media competitive exam preparation platforms can match conventional coaching. Then, they can also provide a structural basis for linguistic justice and inclusion. In this regard, H₂ can be interpreted as conditionally or tentatively supported.

CONCLUSION

This study shows that Hindi social media based educational platforms for the UPSC civil service competitive examinations are affordable, accessible and highly flexible. Platforms like these strengthen understanding of concepts, reinforce learning through repetition and build confidence using the mother tongue. But they have not been able to replace conventional coaching methods. The primary and secondary data

shows that there are deficiencies in factual accuracy, standardized content and exam-focused structures. There is also a lack of self regulated learning and regular evaluation. So, its effectiveness now lies primarily at a strong supportive level, or it is a strong supplementary tool. They can be more effective with the adoption of bilingual content design, content accreditation, LMS based test series, feedback system and standardized content. They can be then become a fair educational model. They can emerge as an inclusive alternative equal to traditional coaching. As far as t-test is concerned, according to the findings there is no statistically significant deference observed for H_0 . Therefore, H_0 is rejected. The t-value was clearly observed to be statistically significant in the case of H_1 . This t-value provides support for the hypothesis H_1 . The direct t-test is not fully applicable in H_2 context. However, the available findings lend conditional support to H_2 .

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