



# Vidyodaya Journal of Humanities and Social Sciences



VJHSS (2026), Vol. 11, ICEHE - Special Issue

## Perceptions On Digital Literacy and Technological Fluency in Academic Psychology in Digital India

**A. Seethalakshmy**

School of Liberal Arts and Science, Rathinam Global University, Coimbatore, Tamilnadu. India

### Article Info

Article History:

Received 05 Dec 2025

Accepted 30 Mar 2026

Issue Published Online

04 June 2026

### Key Words:

Digital literacy

Psychology courses

Technological Fluency

\*Corresponding author

E-mail address:

seethalakshmypersonal@gmail.com



<https://orcid.org/0000-0003-3892-4463>

Journal homepage:

<http://journals.sjp.ac.lk/index.php/vjhss>

<http://doi.org/10.31357/fhss/vjhss.v11icehe2026.a06>

VJHSS (2026), Vol. 11  
(ICEHE - Special Issue)  
pp. 35-40

ISSN 1391-1937/ISSN  
2651-0367 (Online)



### ABSTRACT

*This study explores the perceptions of various stakeholders—students, academicians, institutions, and psychologists—regarding the integration of digital literacy and technological fluency within academic psychology programs in India. With rapid technological advancements in therapeutic and assessment practices, equipping future psychologists with relevant digital skills has become essential. Using a qualitative approach, responses were collected from 1,000 participants across the country. Findings indicate that a majority of psychology students and academicians recognize the high utility of incorporating digital tools and technologies into their academic training. Students particularly value the ease and precision of digital assessment tools, while academicians highlight the potential of AI and virtual technologies in enhancing research and therapy delivery. These insights underscore the urgent need to revise psychology curricula to include technological competencies that align with India's vision for a digitally empowered educational framework.*

## 1. Introduction

In the 21st century, education is increasingly influenced by rapid technological change, demanding that learners and educators alike develop competencies in digital literacy and technological fluency. In the Indian context, this shift is particularly evident through initiatives such as Digital India, which aims to transform the country into a digitally empowered society and knowledge economy. The National Education Policy (NEP) 2020 further reinforces this goal by promoting the integration of technology at all levels of education and recommending the inclusion of digital tools in pedagogy and curriculum design.

Digital literacy is no longer confined to basic computer skills; it now encompasses critical abilities such as information evaluation, digital collaboration, and safe engagement in online environments (Ng, 2021). Similarly, technological fluency refers to a deeper understanding of how to use digital tools innovatively and efficiently in both academic and professional settings (Lai & Bower, 2019). For disciplines like psychology, which are increasingly reliant on digital platforms for assessment, research, intervention, and tele-therapy, these competencies are becoming indispensable (Naslund et al., 2020).

Recent studies have shown that students pursuing psychology programs express a growing interest in incorporating digital tools into their learning processes, especially in areas such as data analysis, psychological testing, and virtual counselling (Smith & Chandra, 2021; Jain & Patel, 2023). Moreover, academicians emphasize the importance of upskilling both faculty and students to keep pace with evolving digital standards and ethics in the profession (Thomas et al., 2022). However, there remains a gap between policy aspirations and on-ground curriculum implementation, particularly in higher education institutions across India.

This study aims to explore stakeholders' perceptions—including students, academicians, and mental health professionals—on the relevance and necessity of integrating digital literacy and technological fluency within academic psychology. By addressing this gap, the research contributes to the ongoing discourse on educational modernization in the context of India's digital transformation.

Machine Learning: Psychological disorders can be predicted and diagnosed using machine learning algorithms. AI-powered personalised mental health interventions are known as personalised interventions. Within the field of organisational and industrial psychology, computers improve: Employee Assessment: Computer-based tests used in training, employment, and performance reviews. Workplace Simulations: Workplace dynamics are analysed and optimised using simulations. Data-Driven Decision Making: Organisational growth and human resource management are aided by data analytics.

The existing academic psychology doesn't covers these aspects of computer technology. The psychology curriculum as per NEP or UGC doesn't include these technological advancement in the academics of psychology. Psychologists can provide important insights to the creation of novel and practical artificial intelligence (AI) systems due to their knowledge in statistics as well as human perception and behaviour. As a result, we must increase psychology students' interest in and curiosity about artificial intelligence as well as their desire to interact with it. Finding ways to incorporate a general grasp of AI technology into formal psychology training and education is necessary to achieve this. (Gado et al., 2021). Its high time that future psychologist need not only the basic principles of psychology but also need to equip with AI and Generative AI based psychological assessment and therapeutic interventions across various fields of psychology. Though few Board of Studies across various colleges suggests the inclusion

of AI and digital literacy and technological inclusion in academic psychology, a wider exploration of the same is needed. Hence the current research study evaluates the various beliefs, attitudes and opinion of different stakeholders in psychology education across the nation in the need of digital literacy and technological fluency for academic psychology.

**Objectives**

- To comprehend the desire and perceived utility of students utilising digital technologies for academic psychology?
- To comprehend the necessity for academicians to use digital technology for academic psychology in terms of its perceived utility and enjoyment?
- To comprehend how institutions feel about the perceived utility and delight of adopting digital technology for academic psychology?
- To comprehend the opinions of practicing psychologists regarding the perceived use and enjoyment of employing digital technology for academic psychology?

**2. Materials and Methods**

A qualitative research design with a questionnaire inclusive of both open ended and closed ended questions was followed. The participants are psychology students across UG PG and Ph.D programs of various

colleges and universities of India, the academicians who took psychology as a part of their profession, practising psychologists and the institution where psychology programs are offered. Surveys and Focus group interviews were carried out and the results were analysed for interpretation. A target of 1000 participants were reached within the age group of 18 to 50 inclusive of both gender.

**Data Analysis**

The quantitative data from closed-ended responses were analysed using descriptive statistics (frequency, percentage) to identify dominant trends across stakeholder groups.

The qualitative data from open-ended responses were analyzed using thematic analysis, following Braun and Clarke’s (2006) six-step framework:

1. Familiarization with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

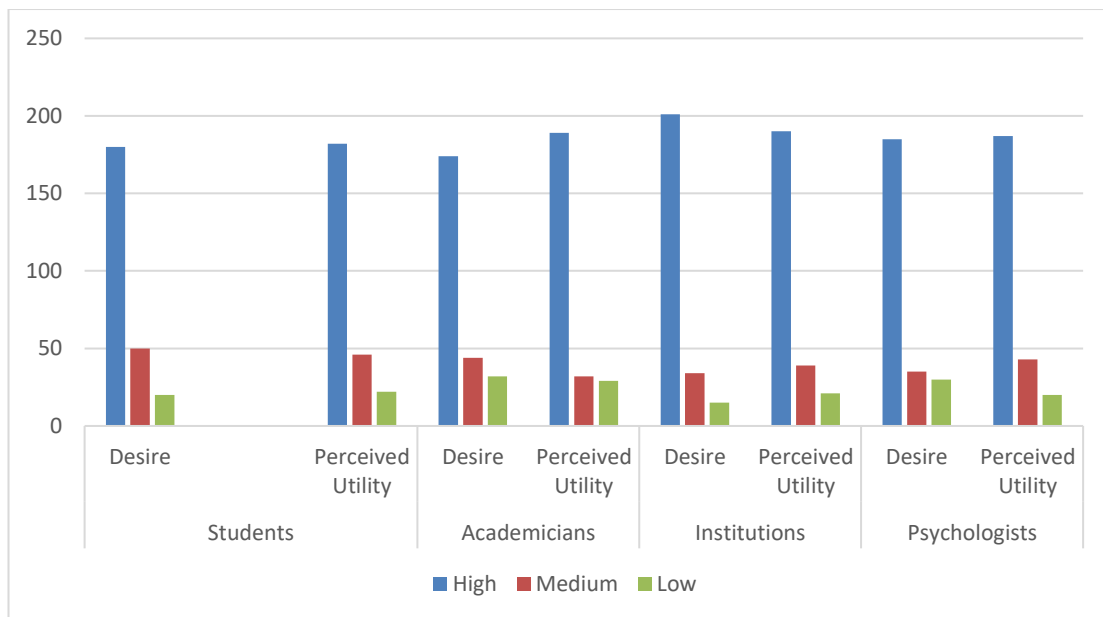
Coding was done manually by the researchers, and emerging themes such as "digital skill gaps," "faculty resistance," and "infrastructure constraints" were identified. This analysis helped contextualize the numerical findings and offered deeper insight into the lived experiences and perceptions of stakeholders.

**3. Results and Discussion**

**Table 1:** Indicates the desire and perceived utility of students, academicians, institutions and psychologists utilising digital technologies for academic psychology

<b>Sample (N=1000)</b>		<b>High</b>	<b>Medium</b>	<b>Low</b>
Students	Desire	180	50	20
	Perceived Utility	182	46	22
Academicians	Desire	174	44	32
	Perceived Utility	189	32	29

Institutions	Desire	201	34	15
	Perceived Utility	190	39	21
Psychologists	Desire	185	35	30
	Perceived Utility	187	43	20



**Figure 1.** Indicates the desire and perceived utility of students, academicians, institutions, and psychologists utilizing digital technologies for academic psychology.

From the above survey results, it is clearly indicated that, majority of the stakeholders have a keen desire to include digital technologies in academic psychology. Also the majority of the stakeholders perceived the high utility of digital tools and the need of technological fluency in academic psychology.

**Perception of Stake holders on utility of digital tools and the need of technological Therapy and Treatment**

Psychology has undergone significant change as a result of technology. It has brought forth fresh approaches to therapy delivery. It has facilitated learning. It has been discovered that using virtual reality to treat PTSD, substance misuse, and anxiety disorders can lessen symptoms. Its main application has

been in the treatment of anxiety disorders including exposure therapy. Therapy of overcoming a phobia of flying without ever boarding a plane can be done through Virtual reality. so a major implication is found, using Virtual reality. With the use of AI, psychologists can predict a person's behaviour and recommend a successful course of therapy.

As noted by Johansson et al. (2017b), practicing psychologists have discovered that technology facilitates the use of psychotherapy techniques by virtual patients, which are particularly effective uses in the context of clinical psychology. Even AI-based solutions, which are becoming more and more common, help with staff selection in the context of organisational and industrial psychology.

## Conducting Psychological Research/Assessment

The major area is the use of digital assessment tool, especially with AI technologies can aid in more accurate and precise interpretation. Technologically aided intervention tools and its easy usage are the major perceived utility of digital technologies that is observed by the students. Digital technology has been found to offer new methods for monitoring and evaluating psychological disorders, which has enhanced the administration and interpretation of assessment instruments. Through website or latest apps, automatic scoring and interpretation is possible. Smartphones and watches allow for the continuous monitoring of a variety of phenomena, such as speech, movement, physical activity, sleep, device usage, and location, which can track the individual and can aid in new customised therapeutic approaches. Online clinics opens the gateway of solutions for various psychological issues and the stigma of approaching for psychological help is slowly changing. Digital intervention makes it convenient for user across the globe and is effective as face to face and now technology just like face id have started detecting the emotions of the day which shows the path for various researches.

## 4. Conclusion

In this growing technological world, both the psychological therapy approach and manual questionnaire procedures used in mental health care will eventually be replaced by digital evaluation. Online clinics will proliferate as digital solutions progressively find a place in mental healthcare systems. It's conceivable that digital evaluation and treatment will combine. Certain traditional in-person treatments may be replaced by blended treatment. With this future, the students of psychology, need to be updated with latest technologies and terms. The digital literacy and technological fluence thus becomes a mandatory for all future

psychologists. Hence along with the academic psychology digital literacy and technological fluency need to be included in the curricula of psychology and develop a digitally efficient future psychologist of India.

## 5. References

- Andrew, M., Taylorson, J., Langille, D. J., Grange, A., Williams, N (2018). Student attitudes towards technology and their preferences for learning tools/devices at two universities in the UAE. *Journal of Information Technology Education: Research*, 17, 309-344. <https://doi.org/10.28945/4111>
- G. Andersson, P. Cuijpers, P. Carlbring, H. Riper, E. Hedman Guided internet-based vs. face-to-face cognitive behavior therapy for psychiatric and somatic disorders: A systematic review and meta-analysis *World Psychiatry*, 13 (2014), pp. 288-295
- Jain, M. & Patel, S. (2023). Psychology in a Virtual World: Faculty Readiness and Curriculum Gaps in Indian Universities. *Indian Journal of Psychology and Education*.
- Johansson, R., Skantze, G., & Jönsson, A. (2017a). A psychotherapy training environment with virtual patients implemented using the Furhat robot platform. *Intelligent Virtual Agents, IVA 2017* (pp. 184–187). Springer, Cham.
- Lai, K. W., & Bower, M. (2019). Technology Integration in Education: The Importance of Digital Fluency. *Australasian Journal of Educational Technology*.
- Naslund, J. A., Aschbrenner, K. A., Marsch, L. A., & Bartels, S. J. (2020). The Future of Mental Health Care: Peer-to-Peer Support and Digital Interventions. *Psychiatric Services*.

Ng, W. (2021). Conceptualizing Digital Literacy for the 21st Century. *Educational Technology Research and Development*.

Patel, V., Xiao, S., Chen, H., Hanna, F., Jotheeswaran, A. T., Luo, D., et al. (2016). The magnitude of and health system responses to the mental health treatment gap in adults in India and China. *Lancet*. [http://dx.doi.org/10.1016/S0140-6736\(16\)00160e4](http://dx.doi.org/10.1016/S0140-6736(16)00160e4).

Robert B Lawson, Jean E. Graham, Kristin M. Baker. (2008). *A History of Psychology*. New Delhi.

Smith, T. & Chandra, R. (2021). Digital Tools in Undergraduate Psychology Education: A Cross-Cultural Analysis. *Journal of Educational Psychology*.

Thomas, R., Verma, A., & Nair, S. (2022). Digital Pedagogy and Higher Education in India: Perceptions of Faculty in Social Sciences. *Higher Education for the Future*.

Valmaggia et al., 2016 L.R. Valmaggia, L. Latif, M.J. Kempton, M. Rus-Calafell Virtual reality in the psychological treatment for mental health problems: An systematic review of recent evidence *Psychiatry Research*, 236 (2016), pp. 189-195