



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2019; SP4: 04-06

Dr. Ajay Kumar
L.L.R.M.College of education,
Dhudike, Moga, Punjab, India

(Special Issue- 4)
One Day National Seminar
“DIGITALIZATION OF HIGHER EDUCATION”
(2nd March, 2019)

Digitalization of educational system in India

Dr. Ajay Kumar

Abstract

Since mobile learning is spreading rapidly and likely to become one of the most efficient ways of delivering higher education instruction in the future, it becomes necessary to examine its implication for the design of teaching and learning. The uses and applications of mobile learning have multiplied in different contexts. Although, the eventual consequences of the proliferation of this medium are not yet entirely clear to designers, practitioners, and researchers themselves. It is important to learn the effects and modes of mobile learning as well as to explore the practice of this particular medium in terms of the instructional design theories of the past. There is also a need to adapt such theories so that they can account for the extraordinary number of changes in education and in the society at large.

Keywords: Digitalization, mobile learning and educational system

Introduction

“Digital India” is an idea for the development of Indian education with digital technology, particularly for students, professionals, and the general public. Some of the technological progresses in our times are “electronic signature”, “adhar card”, “e-business”, “e-banking”, “e-education”, “cyber culture”, and so on. The use of mobile devices has become common among a wide range of age groups due to affordability and availability”. Because of lack of critical attention paid to the benefits of digital India, it took more time to implement digitization in every sector of the society. Among these, one of the greatest changes can be seen in the field of education, which is a means of empowerment by becoming aware of one’s rights. The use of digital mobile devices (tablets and smart phones) in the higher education field has improved the quality of education in India

Digital technical education

Digital technical education offers new advantages to students, depending on their ability and interest. In “Defining Mobile Learning in the Higher Education Landscape” (2010) [3], Mohamed Osman M. El-Hussein and Johannes C. Cronje write that the “smart” cellular telephones are popular because they are (i) wireless, and (ii) portable. The easy mobility, functionality of multiple ways, and its configurations attract the users. The intense competitiveness in the mobile device industry is forcing manufacturers to be very innovative and introduce new features that can help students learn with more entertainment. Through digital technology, they can learn foreign languages (Japanese, Chinese, German, and many others) by means of audio-video devices and apps. El-Hussein and Cronje write, “Mobile learning as an educational activity makes sense only when the technology in use is fully mobile, when the users of the technology are also mobile while they learn. These observations emphasize the mobility of learning and the significance of the term “mobile learning” (14).

Correspondence
Dr. Ajay Kumar
L.L.R.M.College of education,
Dhudike, Moga, Punjab, India

According to Huang and Hsieh (2008), the environments in which the study of mobile learning has been conducted have the following features:

- Enhancing availability and access of information networks
- Engaging students in learning-related activities in diverse physical locations
- Supporting project-based group work
- Improving of communication and collaborative learning in the classroom, and
- Enabling quick content delivery (El-Hussein, and Cronje 16).

Mobile learning opens our minds to the possibility of a radically new paradigm and encourages us to abandon the constraints of our habitual ways of thinking, learning, communicating, designing, and reacting (El-Hussein, and Cronje 14).

The uses and applications of mobile learning have multiplied in different contexts. Although, the eventual consequences of the proliferation of this medium are not yet entirely clear to designers, practitioners, and researchers themselves. It is important to learn the effects and modes of mobile learning as well as to explore the practice of this particular medium in terms of the instructional design theories of the past. There is also a need to adapt such theories so that they can account for the extraordinary number of changes in education and in the society at large (El-Hussein, and Cronje 20). There are particular applications such as E-Pathshala, English Grammar, Math Tricks, Dictionary, and many others. Apps like Facebook and WhatsApp help to collect as well as spread any message or information on our fingertip.

Traxler (2007) notes that there are perceptions of mobile education, which focus only on the technologies and hardware, whether it is a handheld and mobile device such as personal digital assistants (PDAs), smartphones or wireless. Advancing education with mobile learning technologies plays a significant role in the development of the student by enhancing knowledge from anywhere and everywhere. This is one of the reasons why the Indian government is promoting digital ideas for an enhanced literacy level through mobile teaching. In addition, there are some online learning courses for students, who are not willing to attend the classes physically. They can continue online courses from their home. Some rural student can join online courses such as NPTEL or other distance learning courses. In addition, other books and articles are available in the form of e-book, Google books, online journals, etc.

Why Digitization is must for Education Sector

Innovation and technology have been predominant in every sector in India with each undergoing vast change in the past few years. Technology has made everything much easier and faster, leaving no option for various sectors of the economy but to adapt to change or fear to become obsolete. In this scenario of digitalization, it is a must for the education sector to also adapt to a dynamic environment as it allows it to keep pace with a competitive world.

For customization

But digitalization offers fluidity to the Indian education sector by being a supplementary form of the system as it is available to students as per their need. While the traditional education system has a uniform approach, EdTech can be

customized as per students' requirements. It can be molded as per the student's capability to understand and imbibe any particular subject.

Adapt to technology

As the world is moving towards digitalization India has no option but to keep pace with it. We know that the traditional education system in India is here to stay for the long haul and that no one can take away that learning experience. But our education system needs to be dynamic and needs to adapt to technology.

There is no need to fear a subject like math's as there are fun ways to learn it with the use of EdTech. Today there are apps to learn languages or any other subject. Hence, what is the point in learning a traditional system when there are so many impactful means of learning through digitalization?

Practical Approach

Digitalization brings in a more practical approach of tracking students' performance. One can easily evaluate a child's progress by going through his exam scores, attendance, assignments, etc. For instance, one has a choice to choose a tutor, schedule class as per one's time availability and study offline or online as per their convenience.

Time Saver

In today's world where time is money, digitalization is a big time saver. Apart from metros, there are many tier II and tier III cities where transport system is not fully developed. Students have to commute for hours to reach their educational institutes. In this scenario, a digital course comes as a rescuer to students from even the remotest parts of the country. One just needs to log into a website or switch on their dish TV channel to learn a subject rather than spend long hours in the commute from one spot to another.

Transparency

Lastly, digitalization offers a safe mode of learning which is transparent and accountable. Parents can keep a track of their wards' progress by logging into the website. It also offers them a platform to air their views and suggestions which can be used to improve the system, unlike the traditional method where one has to be quiet fearing reprimand from the teacher. Digitalization help in creating a solid partnership between parents and teachers with one goal in mind - better learning for students.

Conclusion

If the students actively take to the use of mobile technology, then there is hope for appropriate use of digitalization. The government must take some initial steps such as the improvement of internet speed and increase in online courses for the students. Also, there is a need for other language translations available for surfing the internet. Though, English is the *lingua franca*, we should have our own indigenous languages for dissemination of knowledge through translation. Thus, the government should invest some money in the "Digital India" initiative to promote indigenous languages. "Digital India" must become the mascot by taking cyber culture equally to every school and every educational institution in India.

References

1. Athique, Adrian. Indian Media: Global Approaches. United Kingdom: Polity Press, Print, 2012.
2. Elena, Druica. Digital Economy Innovations and Impacts on Society. United State of America: Information Science Reference. Print, 2012.
3. El-Hussein, Mohamed Osman M, Johannes C. Cronje. "Defining Mobile Learning in the Higher Education Landscape." Journal of Educational Technology & Society. 2010; 13(3):12-21.
4. Goyal, Anuradha. The Mouse Charmers: Digital Pioneers of India. Noida: Random House Publishers India Private Ltd., 2014.
5. Morve Roshan K. International Seminar Paper. Rajshahi University, Bangladesh. "Borderless Boundary of Folk Culture: From a Glocal Perspective.", 2017.
6. Prasad, Kiran. "E-Governance Policy for Modernizing Government through Digital Democracy in India." Journal of Information Policy 2012; 2:183-203. <<http://www.jstor.org/stable/10.5325/jinfopoli.2.2012.0183>>