

Empowering India through Digital Transformation – A Sustainable Approach

Vol. – 3

Editors

Dr. M.V. Sathiyabama

*Associate Professor and Head, Department of Commerce (E-Commerce)
Nallamuthu Gounder Mahalingam College*

Dr. B. Indira Priyadharshini

*Assistant Professor, Department of Commerce (E-Commerce)
Nallamuthu Gounder Mahalingam College*

Dr. T. Kiruthika

*Assistant Professor, Department of Commerce (E-Commerce)
Nallamuthu Gounder Mahalingam College*

Dr. N. Ponsabariraj

*Assistant Professor, Department of Commerce (E-Commerce)
Nallamuthu Gounder Mahalingam College*

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*Assistant Professor, Department of Commerce (E-Commerce)
Nallamuthu Gounder Mahalingam College*

Ms. P. Anu Shruthi

*Research Scholar, PG & Research Department of Commerce,
Nallamuthu Gounder Mahalingam College*

Empowering India through Digital Transformation
- A Sustainable Approach, Volume - 3

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Dr. B. Indira Priyadharshini
Dr. T. Kiruthika
Dr. N. Ponsabariraj

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E-Mail : cauveritech@gmail.com

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Digital Transformation in Education Sector

Dr. R. RAMYA

Assistant Professor, Department of Commerce with (CA),
Nallamuthu Gounder Mahalingam College, Pollachi.

Abstract

Digital education is largely an innovation of the last few decades, although it already existed in various forms slightly earlier. The educational system environments are anticipated as mitigation to unforeseen natural and artificial pandemics such as Covid-19 in 2020 by the significant changes associated with the digitalization of some portion of the system. This article aims to provide valuable perspectives of ICT and digital education into its future benefits, risks, and challenges of embracing the latest technologies in the digital era, and vast online open courses. We have checked a profound change in the way we interact and generate within the academics with the advent of internet technologies. Globally, the digital revolution favored open access to information. Classrooms today have a lot of ICT resources nearly all the teachers have made great strides to incorporate digital technology to increase access to information and collaborative activities for the learners.

Keywords: Digital Education; ICT; Online; E-Learning; Virtual Learning

Introduction

The structure of the Indian education system i.e. learning methodology, teaching techniques and assessment methodologies, is quite affected, resulting in a shift to online education with most focus on virtual education to accomplish the set aims and objectives. Digitalization in Education sector is an issue that concerns many educational stakeholders. In this globalised era, ICT skills are becoming increasingly relevant in every context, especially in the workplace, therefore one of the prime objectives for educational institutions has become preparing future professionals to be able to

deal with problems and search for solutions, including digital competence as a vital skill set. Different policies, initiatives and strategies are currently being proposed by the government also to address educational technology innovations in education sector.

Review of Literature

Pulkit (2020) explain the current education system in his paper. He wrote India holds a very important place all over the world in education industry. The nation has more than 1.5 million schools with more than 260 million students enrolled and around more than 800 universities and 65,000 colleges. Although, lot of scope for continuous improvement in the education framework. Indian education industry is ready to face significant development in the years to come, as India have world's biggest tertiary-age population and second biggest graduate ability internationally.

Korableva (2019) highlighted on the benefit of online courses over the traditional class room based teaching. In extend of the study, more insight was on the latest two online platforms, MOOC and Course era, to understand which more user convenience is as well as give the best solution in terms of knowledge.

R.Raja (2018) did a research on the importance of technology in education system with reference to schools in Chennai and found that with the onset of latest technology like ICT, and other digital tools are very helpful to impart knowledge to our students and process of teaching and learning can be more enjoyable.

Dr. Radhika Kapur (2018) in her study focussed on the problem faced in Indian education system like importance of quality education, challenges in the traditional mode of Education system, lack of Student engagement etc. In extend of the study author found education quality, trained teachers, the curriculum & instructional methods are not well developed and these are also contributing as major issues in Indian education system.

Concepts of Digital Transformation

1. ICT

Information and Communication Technology is a truncation, which means "Information and Communication Technology" ICTs are a paragliding concept that combines all developments for all digital data management and communication. ICT finds all current computerized programming vocations to support individuals, companies, and organizations as of now. ICT is difficult to depict because it is hard to keep up with the motions that happen so quickly. ICT is a matter of restricting, extracting, handling and transmitting computerized data. It can be identified as processing and communication agencies and highlights that differently support educational instruction, learning, and exercise scope (Nawaz & Qureshi, 2010), (Suleiman et al., 2020).

2. Digital Education

Digital education also referred to as Technology Enhanced Learning (TEL) or e-learning, is the creative use of digital resources and innovations while teaching and learning. Exploring the use of emerging technology offers teachers the ability in the classes they offer to design interactive learning environments, which can take the form of mixed or entirely online programs and courses (Delgado Kloos et al., 2017), (Banerjee et al., 2015), (Celeste McLaughlin, 2018).

3. Virtual Learning

Virtual Learning (VL) dated back to 1840, when Sir Isaac Pitman, the English inventor of shorthand, came up with the idea of delivering instruction via correspondence courses by mail. But only with the advances of modern technology has distance education grown to a multibillion-dollar market (Dinevski & Kokol, 2005). Virtual University (VU) at vu.edu.pak is the best example of virtual learning with zero-physical contact but virtually 100percent connected with its e-Students.

4. Online Learning

Online learning is highly versatile, allowing you to research around your busy schedule conveniently. The bulk of our learners also work when they research with us digitally (Banerjee et al., 2015), (Celeste McLaughlin, 2018).

5. Blended Learning

Blended techniques use different techniques to provide learning that incorporates face-to-face experiences with online activities. In short, the alignment between the elements of the classroom and the operation that is digitally activated differs based on the learning formulation and construction. The versatility inherent in this type of delivery allows instructors to rethink where and how they concentrate educational process and learners to build self-directed learning skills and electronic literacies (Delgado Kloos et al., 2017), (Banerjee et al., 2015), (Celeste McLaughlin, 2018).

Major Government Initiatives

- 1. New Education Policy :** National Education Policy, 2020 aims at making India a global knowledge superpower by introducing several changes from the school to college level in the Indian education system with special emphasis on digital education.
- 2. Digital Infrastructure for Knowledge Sharing (DIKSHA)**
Platform : DIKSHA is the national platform for school education available for all states and the central government for grades 1 to 12 and was launched in September 2017. As part of Prime Minister eVidya announced under the Atmanirbhar Bharat Programme, DIKSHA is the 'one nation, one digital platform' for school education in India.

3. **Swayam Prabha TV Channel** : To support and reach those who do not have access to the internet.
4. **Online Massive Open Online Course (MOOC)**: MOOC courses relating to National Institute of Open Schooling (from grades 9 to 12 of open schooling) are uploaded on SWAYAM portal; around 92 courses have started and 1.5 Crore students are enrolled.
4. **On Air** : Shiksha Vani, Digitally Accessible Information System (DAISY) by National Institute of Open Schooling for differently abled students, e-PathShala, Radio broadcasting is being used for children in remote areas who are not able to join online.

Conclusion

The Covid-19 pandemic initiated an extensive, sudden and dramatic digital transformation in the society. The pandemic forced us to take an extraordinary digital leap in our everyday life and practices, including education. In a flash, education was transformed from a traditional classroom practice to a remote, digitalized one. Suddenly, an entire generation had to start managing and mastering with digital tools to participate in education. This required significant adjustments not only from students and their teachers, but also from their families, administration and the entire society and educational administration have been poorly prepared for acting as leaders and change agents in digital transformation.

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