

Higher Education in India: Possibilities For Digital Universities**Dr.M.Ramana****Assistant Professor****Department of Political Science****University College For Women****Koti****OsmaniaUniversity****Hyderabad****(Received:2December2022/Revised:20December2022/Accepted:1January2023/Published:10January2023)****Abstract**

Universities have realized how crucial it is to include digital technologies in the structure of course delivery, content, and curriculum design in order to remain current and competitive due to the prevalence of technology in both everyday life and the workplace. Digital learning, especially the subset known as online learning, is being included in teaching and learning settings in higher education more and more often. Numerous institutions have spent money on developing and expanding their online programs due to the strategic relevance of digital learning. Academic developers are often expected to provide both practical and theoretical expertise to affect change in higher education, with an emphasis on assisting educators in improving their teaching via staff capacity development. This research aims to create a prototype strategy for a long-term digital preservation system in Indian university libraries. Digital Education Shortcomings Despite government initiatives to increase digital education, deployment remains visible. Due to poor school infrastructure, instructional skills, and student competencies. Distance learning should not hinder education. Digital education must improve to enhance educational institutions by spreading knowledge, providing high-quality, efficient learning, and developing competencies to achieve universal literacy and operate in a digitally sophisticated society

KeyWords: Digital, Higher Education**Introduction**

Due to the pervasiveness of technology in both daily life and the workplace, universities have come to understand the importance of integrating digital technologies into the structure of course delivery, content, and curriculum design in order to stay current and competitive. Higher education teaching and learning environments increasingly frequently incorporate digital learning, particularly the subset known as online learning (Martin et al., 2019). Additionally, students now demand a flexible learning environment that is available whenever and wherever they need it. Universities must fulfill this demand if they want to draw and keep students in the increasingly cutthroat global market (Stensaker & Fumasoli, 2017). Universities are also researching additional ways to improve learning outcomes and experiences by utilising the affordances of learning technologies (Sugrue et al., 2018).

The ideas of research, teaching, and learning are rapidly being reformed by a neo-liberal agenda, which shapes academic roles and practises (Bill McKibben, 2012; Huang et al., 2019). As a result, the value of higher education is being questioned more and more, with the emphasis shifting to the enclosure of topics and their outcomes in the name of economic efficiency and the maintenance of a rising profit rate (Deem et al., 2008; Roberts & Lipman, 2009). This has been made clear in the tertiary education system of the United Kingdom through planned reforms to finance systems and pedagogical re-engineering (Lynn et al., 2022). These reforms have an ideological undercurrent; they aim to recalibrate the politics and role of academic practice for the market, with implications for individuals who work both inside and outside of universities.

Due to the strategic value of digital learning, numerous universities have invested resources in enhancing and growing their online programmes. This frequently entails human resources: professionals with specialised knowledge who can advise institutions on best practises. These employees, who are referred to as "educational developers" in this article, have been employed by universities for many years in various central and faculty-based roles (Schmidt & Tang, 2020). Their knowledge of curriculum design, teaching techniques, learning theories, data and learning analytics, technologies for teaching and learning, online learning design, the function of language in learning, and the learning experiences of students from specific cohorts are just a few examples of their expertise (e.g., equity groups, elite athletes, English as an Additional Language). Some concentrate on assisting teachers, while others concentrate on assisting kids directly (some also do both). Regardless, their positions represent a broader understanding that some types of knowledge are helpful for enhancing the interface between student and instructor experiences, which is crucial for high-quality teaching and learning.

Academic developers (ADs) are often expected to contribute both practical and theoretical knowledge to impact change in HE, with a focus on enabling educators to improve their teaching through staff capacity building (Makosa, 2013). (Paul et al., 2018) Although not usually, they frequently hold an academic position and might also be obligated to conduct research or teach. The purpose of working with students to enhance their academic literacies and learning has traditionally been the responsibility of Academic Language and Learning Developers (ALLDs). Along with specific experience in English as a Second Language or applied linguistics, they frequently also have competence in education. In order to improve teaching, curriculum, and evaluation to better scaffold academic literacies and learning, ALLDs are being appointed more frequently. They can be categorized as professional (i.e., non-academic) staff or academic staff. Technical proficiency with a variety of learning platforms and digital tools, as well as knowledge of learning design, pedagogy, and curriculum-specifically for online and blended learning environments-is expected of online

educational designers (OEDs). Their primary role is that of professional staff (Alawini et al., 2017). On February 21, 2022, Indian Prime Minister Shri Narendra Modi said the following to higher education experts: "When we were connecting our villages through optical fibres, trying to keep the cost of data affordable, improving connectivity infrastructure, some people used to raise questions on the need for such initiatives." However, the pandemic made everyone realise how important our efforts were. The problem of seats in our universities can be completely resolved by the Digital University. Imagine how schooling might change if there were unlimited seats available for a given subject.

Students, instructors, companies, and the general public have all been particularly interested in the announcement regarding Digital University. Over 10 million more students will wish to seek excellent higher education in developing fields in the upcoming years. The physical universities have a tight educational system and use elimination to choose students for the few available places. This excludes a sizable portion of prospective students who have little opportunities. Many working professionals also wish to improve their skill sets in order to stay current with the demands of their jobs, which are always changing. They require high-quality education that is flexible and personalized. Universities have also re-envisioned what it means to give education and be relevant in students' lives.

The importance of Digital universities in this situation cannot be overstated. A hub- and-spoke structure is intended for the operation of the digital university. The core of the system is the digital university, which will coordinate with the top-ranked higher education institutions in India and overseas as its spokes as well as technological platform suppliers. There will be a variety of certificate, diploma, and degree programs available in both English and Indian languages. India is already developing into a knowledge economy by offering multi-dimensional services through digital platforms in several industries. Naturally, the education sector will be a component of this knowledge economy with a digital edge. Technology-based education has the potential to improve educational practices and learning outcomes.

Educational developers have been open to change and reclassification despite increased professional recognition, especially in reaction to evolving teaching and learning methodologies (Debowski, 2014; Knapper et al., 2016; Mitchell et al., 2017). Academic developers, academic language and learning developers, learning consultants, learning or instructional designers, online educational developers, and educational technologists are just a few of the many job titles and categories that educational developers fall under (Andresen, 1996). These responsibilities have significant overlap in certain organisations, but they are more clearly distinct in others. A "rapidly changing and increasingly volatile technical, pedagogical, and policy environment has major

ramifications for the duties, responsibilities, status, and identities of academic developers," according to (Sugrue et al., 2018).

According to (Epley & Whitchurch, 2008) "third" practitioner educational developer jobs are currently becoming more hybridised. In the context of increasingly online, technologically rich teaching and learning environments, previously separate tasks like curriculum development, evaluation, student literacy development, and technology and online learning design are now overlapping (Pal, 2020) Given the effects of the ongoing politicisation of teaching and learning as well as the frequently crucial role educational developers play in the promotion and adoption of institutional teaching and learning strategies in this context, educational developers may be able to offer insightful information about the university's digital learning agenda. Their own changing responsibilities indicate altering goals and areas of concentration, and their strong associations with teachers and students can shed light on how these priorities are actually experienced by students and teachers.

Educational Prospects

Indian population And General Enrollment At Regular Universities And Distance Education.

For students looking to enroll in courses offered at various universities, distance education is quickly gaining popularity. The flexibility of location, timing, and study schedule provided by this method of education is the primary driver driving this transition. Many students who live in distant and rural locations think that distance learning is a good way to gain degrees (Boelens et al., 2017).

In order to strengthen their resumes, many working professionals who are time- constrained favour earning degrees or diplomas through online learning. According to the AISHE data for 2015–16, 11.05 percent of all higher education students were enrolled in distant education courses. Even though a college degree is essential for growth, choose the correct type of learning to pursue when attending college becomes even more important. In order to assist you in making the best choice, the following data and comparison of remote learning and traditional learning are provided (Baratè et al., 2019; Bergdahl & Nouri, 2020).

Regular Versus Distance Learning

While the value of distant learning has been a subject of ongoing discussion, it is safe to state, given the graph and table provided above and below, that distance learning is increasingly displacing the traditional method of classroom instruction, especially at the undergraduate and graduate levels.

Student Enrollment Percentage in 2015-16 as per AISHE Report		
Level	Regular Mode	Distance Mode
PG	41%	59%

UG	39%	61%
PG Diploma	57%	43%
Diploma	66%	34%
Certificate	31%	69%

The aforementioned table makes clear that more students at the UG, PG, and Certificate levels were enrolled in remote education programmes in 2015–16. The data unambiguously demonstrates the rising student interest in online learning courses. However, it should be mentioned that the enrollment of male students is higher than that of female students at all levels of higher education (excluding certificate level).

According to the AISHE study for 2015–16, the top six states alone account for 63 percent of all students enrolled in distant learning nationwide. According to the report, these top states include Tamil Nadu and Andhra Pradesh, which have student enrollment figures of 12.3 percent and 8.3 percent, respectively, as well as Delhi, Maharashtra, and Tamil Nadu, which have enrollment rates of 16.7 percent, 16.5 percent, and 8.3 percent, respectively. On the other hand, 4.9 percent of students in West Bengal and Telangana are enrolled in distant learning.

In light of the aforementioned statistics and graph, it is anticipated that in the years to come, more students will be inclined to pursue higher education via distant learning. Additionally, the argument over whether kind of education is superior (regular vs. distance) is anticipated to intensify in the future as it becomes easier to give high-quality distance education through platforms like broadcasting, telecasting, the internet, and seminars.

Objectives

The goal of this study is to develop a prototype plan for a long-term digital preservation system in Indian university libraries. More particularly:

- Presenting a sample digital repository design and
- Put forth some suggestions that might improve the Digital Library's use as Institutional Repository for Indian university libraries.

Higher Education In India

Next to China and the United States, India has the third-largest student body in the world's higher education system. India will one of the biggest centers for education in the future. Since India's independence, the number of universities, college-level institutions, and other higher education institutions has significantly increased (Challa Madhavi latha & Lamesgin Addis, 2019; Schmidt & Tang, 2020).

The "Right to Education Act," which mandates free and compulsory education for all children between the ages of 6 and 14 years, has revolutionised the educational system of the nation. Statistics show that enrollment in schools has increased dramatically over the last four years. Due to the private sector's involvement in higher education, the industry has undergone significant change. Today, the private sector supports more than 60% of higher education institutions in India. This has sped up the establishment of colleges that have been incubating over the past ten years, giving India the most higher education institutions per capita and the second- highest student enrollments in the world (Ladan Shagari & Dandago, 2013). From 20 in 1950 to 677 in 2014, the number of universities has expanded by a factor of 34. Despite these figures, several of these institutions have not been ranked among the top in the world by international education rating organisations. India has also had trouble producing universities of the highest calibre.

Budget For Higher Education

According to the most recent 2011 Census, 98.615 million people in India (8.15 percent) are graduates, with Chandigarh and Delhi leading the list with 24.65 percent and 22.56 percent of their populations, respectively. In the ten years between 2000- 01 and 2010-11, the number of colleges in India increased by about 20,000, enrolling more than 8 million students. India has more than 1000 universities as of 2020, with a breakdown of 54 federal universities, 416 state universities, 125 deemed universities, 361 private universities, and 159 Institutes of National Importance, which include, among others, AIIMS, IIMs, IITs, IISERs, IITs, and NITs. As announced by the MHRD in 2020, additional institutions comprise 52,627 colleges operating as government degree colleges, private colleges, freestanding institutes, and post- graduate research institutions. In either case, degrees are granted in the name of the university rather than the college. Colleges may be autonomous, or able to examine their own degrees up to the PhD level in some cases, or non-autonomous, in which case their examinations are supervised by the university to which they are affiliated. At the post-secondary level of education, science and technology are prioritized. By 2004, there were numerous technological institutes in Indian educational institutions. The Distance Education Council is responsible for the distance learning and open education components of the Indian higher education system. With over 3.5 million students worldwide, Indira Gandhi National Open University (IGNOU) is the biggest university in the world by enrolment.

Indian Institutes of Technology (IITs), Birla Institute of Technology and Science Pilani (BITS), National Institutes of Technology (NITs), Indian Institute of Science (IISc), Indian Institute of Science Education and Research (IISERs), Indian Institutes of Management (IIMs), University of Delhi, University of Calcutta, University of Madras, and Jawaharlal Nehru University are some of the institutions in India.

Challenges

India's Higher Education Challenges Even though we have been independent for 69 years, our educational system is still in its infancy. We are unable to include a single institution in our ranking of the top 100 universities in the world. Throughout these six decades, numerous governments came and went. They made efforts to improve the educational system and put in place a number of educational regulations, but they fell short of setting an example for the entire universe. In the field of higher education, UGC is always working and putting quality education first. Still, there are many issues and difficulties in our educational system. The following is a discussion of some of the fundamental issues facing India's higher education system:

Enrollment: India's Gross Enrolment Ratio (GER) for higher education is only 15%, which is very low when compared to industrialized and emerging nations. Higher education institutions are unable to accommodate the nation's expanding demand due to the rise in school enrolment (Schmidt & Tang, 2020; Suleiman & Danmuchiwali, 2020).

Equity: In GER, there is no equity between the various social groups. According to earlier research, there are more differences between male and female GER in higher education in India. Regional variances exist as well; some states have high GERs, while others lag well behind the national GER, which highlights serious inequities in the higher education system. Higher education's definition of quality is multifaceted, multidimensional, and dynamic. In India today, one of the biggest concerns is ensuring the quality of higher education.

However, the government never stops emphasizing high-quality education. Many Indian schools and universities are still unable to achieve the basic standards set by the UGC, and as a result, they are unable to claim a spot among the top universities in the world. Another issue facing India's higher education system is its ageing infrastructure, which is especially problematic for institutions operated by the public sector. On the second or third floors of the building, there are numerous universities operating, while on the ground or first floor, there are ready-to-wear stores or copier shops.

Political meddling: Political leaders, who hold crucial positions in the governing boards of universities, own the majority of educational institutions. They are taking advantage of the helpless students for their own gain. Students organise campaigns, lose sight of their own goals, and start to build their political careers.

Faculty: For a long time, a quality education has been challenged by faculty shortages and the state educational system's incapacity to recruit and retain teachers with the necessary qualifications. Even though there are many open positions in higher education, a large number of NET and PhD candidates are unemployed. As a result, these talented students are applying to positions in other fields, which is a major blow to the higher education system.

According to data from the NAAC, as of June 2010, "not quite 25% of the country's higher education institutions were certified. Only 30% of the universities and 45% of the colleges among those with accreditation were determined to be of sufficient quality to receive an "A" rating. Research and innovation: There are a relatively small number of academics in our nation whose works are quoted by well-known western authors. In higher education institutions, the emphasis on research is insufficient. There aren't enough tools and facilities, and there aren't enough top-notch professors to help students.

The majority of research researchers lack fellowships or do not receive them in a timely manner, which negatively impacts their research in one way or another. Institutions of higher learning in India also have insufficient access to research facilities. Therefore, this presents another difficulty for Indian higher education. Higher education organizational structure: There are issues with over-centralization, bureaucratic structures, and a lack of professionalism, accountability, and openness in the Indian educational system. The number of connected colleges and students has expanded, which has greatly increased the administrative workload for universities and diluted their primary emphasis on education and research (Burgstahler, 2003; Delgado Kloos et al., 2017; Ladan Shagari & Dandago, 2013).

Syllabus Curriculum Choice Bases Credit System, Global Education

Education is a transparent system that welcomes input from all parties involved, including members of society, students, and organisational bodies and governments. This feedback allows for adjustments to be made as and when they are necessary. It is necessary to undertake educational changes on a recurring basis in order to maintain the system's level of sophistication and to ensure that it remains relevant. The University Grants Commission (UGC) of India is a governmental institution that was established by the Union government of India for the purpose of coordinating, determining, and maintaining the standards for university education. The University Grants Commission makes suggestions for necessary curricular changes in the interest of advancing higher education as a whole. The introduction of a Choice- Based Credit System is one such change that has been implemented (CBCS). In the fields of art, science, and engineering, compliance with this regulation is now required.

Choice-based credit system (CBCS) allows students to pick among elective, core, and soft skill courses. Higher education is centered on the student. Choice-Based Credit System offers learning possibilities and manifests learning goals and objectives. CBCS credits course components. A college credit system analyses student performance, results, entrepreneurial skills, contact hours, innovation, and creativity. This CBCS system is a project of UGC; it supports the educational liberalization of current traditional higher education systems as envisioned in NEP 2019.

The Comprehensive, Broad, and Deep Study (CBCS) approach to education categorises academic topics as either essential or optional. The students have the ability to choose the optional classes

based on topics of their own choosing. Students are also given the opportunity to study at their own speed using this educational paradigm, which assigns grades using a credit-based grading system.

Indian Education Competitive Explanation Skills Employment Faculty

The nation's sociocultural and economic life are intended to alter as a result of education, which is seen as a potent force. There has never been any question about the significance of the higher education system in addressing a country's economic prospects. It is widely acknowledged that the higher education system contributes to the advancement of knowledge and skills, the creation of wealth, increased employment, increased productivity, and improved global competitiveness (Burgstahler, 2003). Additionally, higher education is crucial for promoting social, economic, technical, and human resource reforms and for developing a skilled labor force. Excellent planners become successful educational leaders. They had deeply held beliefs that life has purpose, and they had a remarkable talent for working with their executive team to make improvements (Coutu, 2002). teaching staff, students, and parents, as well as all other parties involved in running an associated with good and providing a good Relationship Education.

Conclusion

The Digital Education Index for India is a compound index that takes into account and has been shown to be important in researching how prepared a developing nation is for the deployment of digital education. In order to guarantee that children can gain the necessary 21st-century skills for a future workforce, digital education has been handled from an instrumental point of view, concentrating on the benefits that the introduction of digital tools to the teaching and learning processes from a young age delivers. Social, cultural, economic, and educational data gathered via desk research during the first semester of 2021 have been taken into account in the application for the Indian case. Inadequate Digital Education Deployment is evident despite significant government efforts to scale up digital education. This is primarily due to subpar school infrastructure, limited pedagogical capabilities, and modest student skills. Governments should not obstruct education by using distant learning. However, digital education must advance to become a tool for strengthening educational institutions by facilitating the spread of information, high-quality, efficient learning, and the development of competencies to attain universal literacy and function in a technologically advanced society.

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