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Positive Impact of Digital Education On Higher Classes: Referring To Improve Concentration.

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Abstract:

In today's world, digitalization has been a game changer in one of the most important sectors Education. It has been effectively used as a prominent technique in the whole gamut of education sector in higher classes. It has blurred the boundaries of physical distance, as well as, has embedded more scientific ways to impart knowledge from tutors to the students. Digitalization would also mean huge savings in the resources (infrastructure of seating capacities, printing of books, notes, papers etc.) Primary objective of the study is to highlight evolving of digitalization& its positive impact on the education sector as well as on higher classes. Digitalization of education assumes to include three inseparable components – a) learning concepts and b) online learning methods c) shift of mind from disturbance to concentration. The paper also describes various terms and types of digitalization. It discusses various advantages and disadvantages of online methods of learning. This paper also tries to differentiate and empowering positive influence between 'Old school' techniques and 'Digitalized' techniques in education in improving concentration among students as well as in teachers too of higher classes. While there are obviously seen advantages of Digitalized education sector, there are still merits in certain aspects of 'Old-school' education especially in higher education. The nature of this paper is empirical. Various theory concepts, experiential learning and data points from external sources have been referred while arriving at recommendations and views expressed in this paper.

Key Words: Big Data , IoT, Cloud Computing, Education 4.0, IR.4.0, CPS.

Introduction:

Over the past decade, digitalization shapes the overall educational structure in higher classes not in India but across the globe, with the attention received from practitioners, researchers, and policymakers for educational development. Digital technologies are bringing massive changes across education, skills, and employment. These changes mirror how technology is increasingly central to education 4.0. Digital technologies are expanding beyond innovative and less traditional techniques of teaching and learning via education collaboration. Bader.et.al (2020) , suggest however, the various study will explore the research conducted on digital technologies and education. Scopus (2021), Data is also selected from the Scopus database reputed journals. The final 47 studies are chosen for the review process using various tools and bibliometric analysis is done to find the occurrence of keywords. The findings of the study are strengthening the value of educational growth and development of high-tech skills ,which helps in improving concentration among higher classes students . Education's Future focuses on digital technologies, and the traditional modes of education will be replaced entirely.

21st Century higher education to utilize digital technologies and big data analytics to allow customized learning skills under value-added intelligent educational models. That enables a collaborative learning environment, where the academicians are selecting the best learning models for education. That is also connected with communities; here, they can advance the skills and cumulative knowledge. The development of the Industry 4.0 model simultaneously creates Control Computing, Big Data, the Internet of Things (IoT), Cyber-Physical Systems (CPS), and to integrate intelligent applications and adaptive services for smoother environments . The combination of digital devices creating an easier way to enhance the teaching and learning environment easier. According to (2018), modern 3-D technologies provide a better learning experience that is computer control. Using 3-D technologies in teaching enhancing skills and new methods enable increasing employability potential for engineering studies/degrees and fostering future students' interest in them. The fourth industrial revolution (IR 4.0) is generally accepted as a digital technological innovation developing on the merging of Robotics, the Internet of Things, and the Internet of Services. These are creating students' abilities and skills due to these devices' availability commonly for the users. However, the education structure still has a gap of skills and literacy about these devices' usability in the learning process . The transformation of how we look and do education has been an essential element in IR 4.0. Although digital technologies enable individual and self-learning models that reflect empowerment, users still need the skill and abilities to deal with these devices along with AR,VR.

Advancement in technology has taken a giant leap and man has reached out to space. All the big and notable inventions in the last few decades have been in the field of science and technology, be it in space technology, medical sciences or infrastructure development. Human life and human lifestyle have revolved around these inventions, vis-à-vis computers, laptops, mobiles and smartphones, etc., and brought a significant change in us. Most of the above-mentioned gadgets are somehow related to communication and information technology, thus taking us to the digital world of education in higher classes as positive impact for further innovations.

However, when it comes to education, especially elementary to higher classes education, it has stuck to the time warp and obscurantism. Education has remained within the pockets of few fortunate and the spread of knowledge has been cluttered with vagueness within the four walls of the traditional education system with the help of digitalization.

The idea is to bring higher classes students and making more affectionate, concentrated education to the doorsteps of those who are deprived of it with timely and affordable delivery system. Right to Education(RTE), in higher classes with the mantra of ‘education for all’ can be a reality by seeking the deliverance of education through digitalization of education. Though the digitalization of education is still far-fetched, it is definitely gettable as there is a surging demand with the development in technology every day.

The present paper also attempts to find out the significance of open education system for all by means of digitalization. The right blend of Learning Management System (LMS) and Content Management System (CMS) shall supposedly fill the gap found in the traditional education system. Learning and teaching in digital mode (online) shall pave the way for this blend.

Miscellaneous Issues associated with online education viz. digital divide, face-to-face interactions, issues like Internet connectivity, socioeconomic, lack of tuning and emotional bonding, quality of content, limited resources, deliberations and adaptation of appropriate Ed-Tech Platforms, etc. In virtual mode, adaptations of basic strategies for attaining effective responses against learners at every stage ranging from their mental wellness to physical fitness is highly solicited. In this paper also attempts to reffer the various methods used for maintaining the effectiveness and quality of online learning for a better outcome with concentration among higher classes. With the help of digitalization also propose a new model for online curriculum dissemination along with appropriate monitoring of students-teachers performances and reveal various challenges and trials for quality teaching at every nook and corner of online classes. In this paper,

it has been observed that despite of challenges and hurdles, maintaining quality and appropriate monitoring of performances at every step are the most promising ingredient required to prepare a sustainable future with digitalization in Online Education. The developed model was found to be a perfect fit and explained the dimensions of measuring potential associated with challenges and trials in detail. For attainment of sustainability, quality will be the buzzword for Online Education and surely be playing an important role toward creating a sustainable future.

Discussion and Conclusion:

The industry revolution and education 4.0 brings rapid changes in many industries worldwide and will continue disrupting drive and education. The current study idea evaluates the research progress on this critical area and analyzes the literature direction about education 4.0. In higher classes. The selection of data is following a very comprehensive and detailed process for the purification of relevant data. The Scopus database is used for data selection on digital education 4.0; after removing duplication and irrelevant literature, studies refer are classified into three categories. All the classes are evaluated according to the segment, procedure, and methodology adopted by the authors. Based on those articles, the evaluation of research findings, conclusions, and recommendations are discussed for future researchers. The current study evaluates that education 4.0 is drastically changing the world of education. Researchers are pointing out the gap between the skills available and the skills required to meet the education sector's needs. The industries are gradually looking for graduates; they can deal with industry revolution 4.0 . Education reforms are a significant element for the educational transformation; digital technologies depend on the governments and policymakers. The adaptation of innovative technologies is difficult for individuals and educational institutes. The impact of education 4.0 is holistically essential for society . Some of the researchers in the current study discuss the importance of teachers' and students' adaptability of digital technologies for educational purposes. The findings show that teachers are less attracted to adapt and learn new educational methods; simultaneously, students are positive toward learning new technologies. Individuals and organizations are unwilling to learn new educational technologies and digitalization; they are not part of the Future's new digital world. That is transforming into digitalization; educational structures are moving into technological devices.

Recommendations for future work:

This paper highlighted the present scenario , the evidence map has confirmed previous research on education 4.0 nexus, it has also clarified several areas that further research is encouraged to address to improve and positive impact on higher classes students. In the current review, only one database is used to extract the data, while many other reputed databases are available for literature. Future researchers can use these resources for more netter mapping of literature.

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