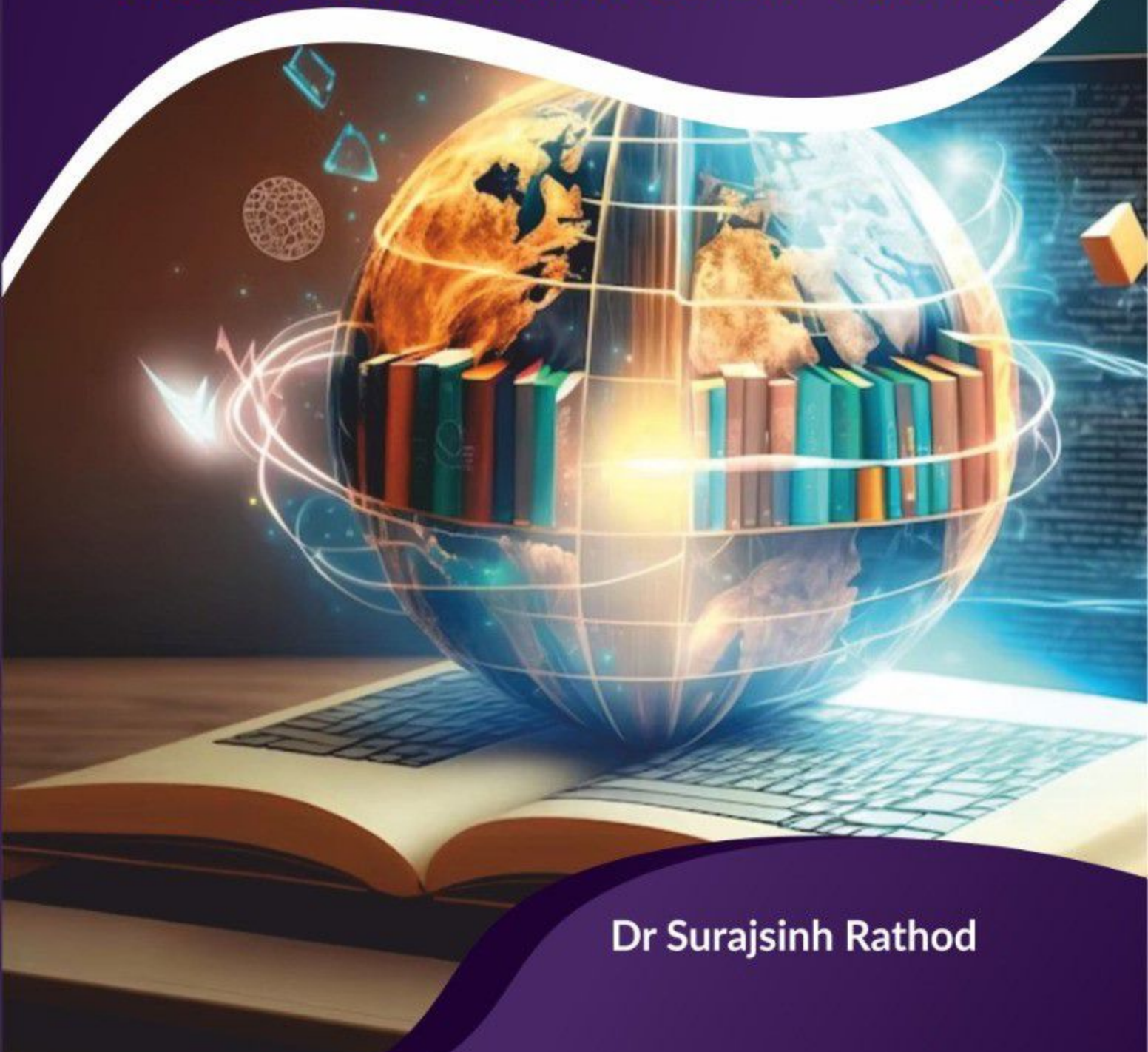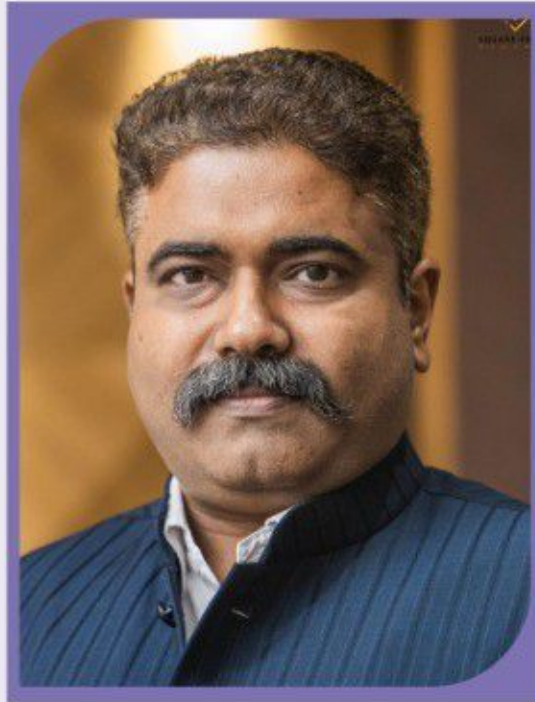# A CRITICAL STUDY OF
EDUCATION
AND
ITS EVOLUTION OVER YEARS

Dr Surajsinh Rathod

ABOUT AUTHORS

Dr Surajsinh Rathod

Dr. Surajsinh Rathod is an academician with a deep commitment to nurturing young minds. He serves as the Principal Director at Arya Vidyapith in Rajkot, overseeing a day boarding and regular K-12 schooling system. Dr. Rathod's passion lies in guiding and training learners, and his extensive experience and educational background reflect this commitment. With an MBA specialized in Human Resources, he has cultivated a unique approach to education that involves close collaboration with parents, academicians, students, and facilitators. This multifaceted engagement allows Dr. Rathod to create a more impactful and effective educational environment.

A CRITICAL STUDY OF EDUCATION AND ITS EVOLUTION OVER YEARS

PREFACE

The purpose of education is to prepare the next generation for the world they will inherit. Acquiring an education increases a person's marketability by enhancing their information and skill set. Indian education has evolved from its primordial roots to become one of the world's most well-known and varied. Teachers back in the classical and medieval eras prepared their pupils for life as it was lived. Though India's education system has expanded greatly since freedom, covering all facets of instruction, it still falls short of meeting the needs of an increasingly globalized marketplace.

There has been a negative impact on India's educational system as a result of the widespread COVID-19 epidemic and the subsequent lockdowns. There was no way for students to keep up with their schoolwork while everyone was trapped inside their homes for months. They were pleased about what they thought would be time off, but it turned out to be a chaotic disaster. After depriving them of their education, the government turned to distance learning to help them catch up. Almost everyone would concur that schools need to change to give kids a fighting chance in a world where nothing stays the same for a long.

The education sector in India is a major player on the international stage. After all, India is home to one of the world's most extensive systems of universities and colleges. The future education system will play a crucial part in instilling in pupils the ideals that will allow them to actively pursue, contribute to, and benefit from a more viable and equitable future.

This book provides a more in-depth analysis of the development of educational practices over time.

INDEX

CHAPTER 1

INDIAN EDUCATION SYSTEM - HISTORY

1.1 INTRODUCTION

An individual's achievement can be attributed in large part to their level of education. It can help guide one's existence in the correct path. Knowledge is disseminated and critical thinking skills are honed through the educational process. Having a deeper cerebral foundation helps developing children become more self-aware and compassionate adults. It enhances people's quality of living in general, not just as individuals. As a result, Education is too important to our lives and our community to be ignored. We hope you enjoy this article on the significance of the education that we are providing for you. This composition can serve as a statement for a school challenge or as study material for an English test.

The Vedic system of education is the world's oldest continuously practiced method of instruction. In other terms, the moniker "Vedic Educational System" refers to the fact that the old system of instruction was founded on the Vedas. Vedic education has been subdivided by academics into the Rig- Veda era, the Brahmani period, the Upanishad period, the Sutra (hymn) period, the Smriti period, etc., but the goals and principles of education remained consistent throughout all of these times because of the Vedas' supremacy. That's why it makes sense to categorize the study of education during these eras under the Vedic time.

Commonly used to emphasize the value of education in India is this passage from the Mahabharata. There are distinctive features and traits of the Vedic period's educational system that can be found nowhere else in the world's old educational systems. "To achieve their aim not only did Brahmans develop a system of education which, survived even in the events of the crumbling of empires and the changes in society, but they, through all those thousands of years, kept a glow of torch of higher learning," writes Dr. F. E. Key. Education in medieval India was not influenced by

factors such as the central government or political parties, as stated by Dr. P. N. Prabhu. Kings were responsible for ensuring that scholars and teachers (known as "Pundits") were able to focus on their work without interruption.

1.2 ANCIENT EDUCATION

There were both official and casual educational systems in medieval India. Traditional indigenous education took place in the family, shrines, pathshalas, tols, chatuspadis, and gurukuls. Families, communities, and religious institutions all had adults who helped kids learn right from wrong and develop virtuous character traits. In addition to serving as places of worship, temples also played an active role in disseminating information about our culture's history. To acquire more information, students flocked to viharas and colleges. The majority of lessons were delivered verbally, with the expectation that their content would be retained through memory and reflection.

The private educational institutions were called gurukuls or ashrams. They gave many of them wise men and women names. Hundreds of students studied together in gurukuls that were traditionally located in the woods because of the tranquillity and serenity they provided for learning. During the early Vedic era, schooling was accessible to both males and women. We learn about Maitreyi, Viswambhara, Apala, Gargi, and Lopamudra, to name just a few of the many notable women Vedic academics who have been mentioned throughout the Vedas.

During that time, teachers and their shishyas shared dwellings and provided practical assistance to one another. The primary goal was to acquire comprehensive knowledge, maintain a self-controlled lifestyle, and develop one's latent abilities. For long periods, students resided in communal dormitories away from their families. The gurukul was also where the bond between teacher and student matured. The students' instruction in fields such as history, the art of argument, law, medicine, etc., focused

not only on mastering the content of the field but also on developing their whole selves.

With all the modern conveniences at their fingertips, more and more families are deciding to educate their children at home. In this manner, parents can exert considerable influence over their children's education and enjoy greater scheduling leeway. Because they can't always be there for their kids, some parents send them to reputable residential institutions instead. Similarly, there were both formally organized and unstructured learning opportunities in early societies. Some traits are simply innate and cannot be taught. Young people learned about righteous and sacred practices from their parents and community leaders. Many kinds of art and skills were acquired by students in a casual setting through observation and the advice of more seasoned individuals. Many of these lessons were learned in churches, as it was customary for people to pay their respects there on special occasions.

1.2.1 Salient Features of Ancient Education System

Our old educational system, which dates back to Rigveda, developed over time to cater to the interior and outward growth of its students. Values, health, religion, and study were all given equal weight in the scheme. Several core virtues, including modesty, honesty, discipline, independence, and reverence for one's own and the world's creative efforts, were stressed. The importance of maintaining harmony between humans and the natural world was emphasized to the students. Teaching and learning were guided by the principles of the Vedas and the Upanishads, which included responsibilities to one's self, one's family, and one's community. Both academic and athletic growth was emphasized in the school curriculum. "That is to say, a balanced approach that prioritizes both mental and physical well-being was stressed." You can see that India's educational system has a history of being realistic, attainable, and life-enhancing.

Character Development:

In no period of the History of India, was so much stress laid on character building as in the Vedic period Vyas Samhita states, 'The result of education is a good character and good behavior. Conquest does not make a hero nor studies a wise man. He who has conquered his senses is the real hero. He who practices virtue is wise.' Wisdom consisted of the practice of moral values. Control of senses and practice of virtues made one a man of character. Moral excellence could come only through plasticizing moral values. The example was better than the precept. The teacher and the taught were ideals of morality, for both practiced it all through their lives.

Infusion of Spiritual & Religious Values:

The primary aim of ancient education was instilling into the minds, of pupils a spirit of being pious and religious for the glory of God and the good of man. The pursuit of knowledge was a pursuit of religious values. The life of the pupil was full of ritual acts. Prayers were common every pupil was required to perform religious ceremonies duly. He had to participate in all religious festivals. Education without religious instructions was not education at all. It was believed that a keener appreciation of spiritual values could be fostered only through strict observance of religious rites.

Personality Development:

The Guru in ancient times realized that the development of personality is the sole aim of education. Human personality was regarded as the supreme work of God. The qualities of self-esteem, self-confidence, self-restraint, and self-respect were the personality traits that the educator tried to inculcate in his pupils through example.

Development of Civic Responsibilities and Social Values:

The inculcation of civic virtues and social values was an equally important objective of education in India. The Brahmachari after his education in the Gurukuls went back to society to serve the rich and the poor, to relieve the diseased and the distressed. He was required to be hospitable to the guests and charitable to the needy. After a certain period of studies, he was required to become a householder and perpetuate his race and transmit his culture to his offspring.

Preserving and Diffusing National Culture:

Vedic culture was kept intact and transmitted through word of mouth to succeeding generations. Every individual was required to commit to memory at least a portion of the sacred scriptures. Everyone was required to serve as a medium of transmission. The members of the priestly class learned the whole of Vedic Literature by heart & passed it on.

The ancient Indian education system was also successful in Preserving and spreading its culture and literature even without the help of the art of writing it was only because of the destruction of temples and monasteries by invaders that literature was lost. The cultural unity that exists even today in the vast- sub-continent is due to the successful preservation and spread of culture and the credit goes to Ancient Education System.

1.2.2 Fundamentals of Ancient Indian Education

The ancient education system has been a source of inspiration to all educational systems of the world. The ingredients, which our present system, lacks, and which were the predominant facets of our ancient system relate to admission policies (upanayana), monitorial system, low teacher-pupil ratio, healthy teaching surroundings, free schooling, and college education, sympathetic treatment, the role of punishment in discipline, regulation governing student life.

Making formal and Informal Educations Responsible:

Imparting and receiving an education was as sacred as anything can be, for example, education started and ended with certain prescribed religious rituals like upanayana and samvartan. The disciple was to devote himself wholeheartedly to the cause of learning while he remained with his teacher. Not every boy was required to enter studentship it was still a custom to receive education at the hands of his father. How many parents look after their children now in this respect? The ancient system gave equal importance to informal education as it did to formal one.

Developing the wholesome personality:

The primary aim of any system of education should be the development of a whole personality. The Brahmanic system of education stood on former grounds of lofty ideals because its primary aim was the development of personality and character. Moral strength and moral excellence were developed to the fullest extent, which we lack so utterly. The moral stature of our educated people is deplorably low. Moral values are at stake 'The old values, which held society together are disappearing, and there is no effective programme to replace them with a new sense of responsibility. Innumerable signs of social disorganization are evident everywhere and are continually on the increase. These include strikes increasing lawlessness, a disregard for public property corruption in public life 'The social moral, and spiritual values which our ancient system developed in the educated have been lost sight of.

Adjusting School Hours:

The school in the Ancient Education System, lasted for 7 to 8 hours a day. In fair weather, classes were held in the open under shady groves. In the rainy season, schools ran in a set of apartments. Temple colleges of the past had been of great renown for having spacious buildings for the classroom, hostels, and residential quarters for teachers. Gurukuls and Ashrams were generally situated on the river

banks or the lake. The whole atmosphere was quiet, calm, and peaceful. It must be noted that schools and colleges were not kept away from human habitation.

Starting Academic sessions solemnly:

In most cases, the boy went to a teacher for the studentship. The maximum age of entrance into school was different for different castes. The period of schooling was long, at least 12 years for one Veda. The academic sessions started with a special ceremony 'Upkarman' on Guru Purnima (Full month of Shravana) and solemnly closed on Rohini (Full moon month of Pausha) with 'Utsarjan'. The whole session was punctuated with holidays, especially on the new moon full moon days of the month.

Emphasizing Discipline:

The student had to observe strict regulations. Instruction was important but was even more significant than teaching was discipline – discipline inculcated through strict obedience to laws and regulations of student life, discipline that was rooted in morality and religion. A student was required to give up lust, anger, greed, overjoy, vanity, and conceit. It was ordered to him not to gamble, gossip, lie, backbite, hurt the feelings of others, dance, sing, look or talk or touch the other sex and kill animals. It was demanded of every student whether rich or poor that he should lead a simple life in the Gurukul or the Ashram.

Close Contact:

Never in the history of education you will find such close contact between the teacher and the taught. The teacher was the spiritual father, he was to nurse when the pupil fell sick, and he was to feed, clothe and teach his student as he fed, clothed, and taught his son. The student also regarded the teachers as he regarded his parents,

king, and God. Both were united by the communion of life. They communed together.

Respecting Child's Personality:

Punishment had practically no place in the school system. Pupils received very sympathetic, treatment from their teachers. Their personality was respected Teachers were required to use sweet and gentle speech in dealing with the pupil.

Low – Teacher pupil Ratio:

In all schools and colleges, the pupil-teacher ratio was too low. Individual attention was maximum. The number of students in a school was kept very small. "But when under certain conditions the enrolment increased, the teacher sought the cooperation of more advanced and senior boys who were appointed as monitors (Pittiacharya). In the absence of a teacher entire work was entrusted to them."

Providing Free Education:

People could get an education without paying anything. There were no costs involved for the students. There was no cost involved because no government body could meddle in educational issues. In every way, it was possible to act independently. Nothing political, nothing from outside the educational structure, and no outside power was allowed in. In a Gurukul or Ashram, a learner didn't have to spend anything to learn. Talent, not financial resources, determined who could afford a quality education. The pupil was expected, but not required, to make a monetary gesture of gratitude to his instructor in the form of a farm, cattle, horse, or even veggies, depending on his socioeconomic status in the community. One could only climb the Ladder of Success to the extent that his or her skills allowed.

1.3 EDUCATION SYSTEM IN PRE-INDEPENDENCE-INDIA

The Upanishadic period:

During the Vedic era, the role of the instructor was highly respected and regarded. Not only did his intelligence and education win him respect, but so did his kindness, bravery, and leadership. Knowledge, virtue, and devotion all flowed freely from the Guru. There was a great deal of diligence put into the planning and choosing of an instructor. It was a hallmark of Upanishadic era education to treat each pupil as an individual. Upanishad means "gather close," so do just that. The bond between the master and the pupil was very close. The instructor had the final say on who to approve as a student, but once he did so, he had a responsibility to help that person develop to their full potential. In the same way, a student could pick whoever he wanted to guide him. Knowledge was primarily taught through reasoning and other forms of orality. A tradition of passing on teaching practices from one generation to the next. Procedures were still being passed on by word of mouth and by being shown how to do something. The best educators I've known used their strategies and instances from daily life to make the subject matter engaging and relevant to their pupils. Ancient Indians followed a five-step process to understand a sacred reality. Five steps: 1. listening attentively; 2. processing what was said; 3. concluding deduction; 4. checking with a trusted source (such as a companion or instructor); and 5. putting what was learned into practice.

The Buddhist period:

When a new Buddhist monk or nun joins the order, he or she must submit to the tutelage of a senior monk or nun, known as a teacher (Upajjhaya). The student would carefully select the Upajjhaya and treat him with the highest esteem. In turn, the Upajjhaya was responsible for a great deal on behalf of the Saddhiviharika neophyte. By asking him questions, educating him, instructing him, and exhorting him, he was to be a spiritual guide and educator for the followers. The student was entirely under

the care of the instructor. Teachers also used strategies like argument, talk, explanation, question and response, and the telling of tales and metaphors in addition to memorization. Hetu-Vidya, also known as the deductive technique, was used to hone the student's brain in religious schools and vihars. Logical thinking was included as a topic to help students hone their focused intelligence and oratory skills.

The medieval period:

A wide range of disciplines, including theology, logic, religion, art, artwork, mathematics, building, science, and medicine, can be found in Islamic history and thought. The rulers of Vijaynagar did not prioritize schooling. Schools were typically located in temples, Agraharas, and Mathas. The Mughals made an effort to provide instruction for all citizens. Elementary school instruction was provided to both boys and girls. The "Maktabas" and the "Masjids" were the hubs of the educational system. During the reign of Babar, the government instituted a program known as "Suharate Aam," whose responsibility was to build universities and secondary institutions. Humayun owned a private collection of books. The field of schooling benefited greatly from Akbar's efforts. It was during his reign that the first "Translation Department" was set up in a library. At the time of his reign, Fatehpur Sikri was the hub of Muslim learning. Shahjahan erected a new university and renovated several others. In terms of educational advancement, the Mughal dynasty was led by "Dara Sikoh," its most erudite member. Many important works, such as the Upanishads and the Bhagavad Gita, were transcribed during his reign.

European missionaries established schools for students and eventually schools for educating teachers in India. Near Calcutta, in the city of Serampur, the Danish Missionaries founded a standard school for the education of future educators. The East India Company initially didn't see itself as responsible for India's educational system. To my knowledge, only a few English intellectuals saw the need to petition the Board of Directors. At Calcutta in 1781, Warren was the one to first tie up the first 'Madarsa for petting. The British had no plans to start teaching English in India's

schools at the time. That's why the Calcutta Madarsa made plans for its students to learn Persian and Arabic. Jonathan Duncan, a British citizen, founded a Sanskrit institution in Banaras in 1792. In 1800, Lord Wellesley opened Fort William College to educate the company's civil servants on the language and culture of India. This was all the result of people's unique efforts. They were of no use to the corporation.

Lord Macaulay's Minute:

The use of English as the language of instruction was first proposed by Christian missionaries, who wrote about their efforts to modernize an antiquated educational system by introducing the study of Christianity and Western literature. The Indian population shifted heavily in favor of the English language and Western writing due to a desire for a more economically viable educational system. There were sections of Indian society that were very supportive of the expansion of Western schooling and the English language. When the government proposed investing more resources into the Sanskrit universities of Madras, Calcutta, and Banaras, as well as establishing new eastern universities in Bengal, Raja Ram Mohan Roy raised objections. The government gave its stamp of approval to the study of both English and an eastern tongue. In 1813, with the passage of the Charter Act, the British Parliament allocated one million Indian rupees ($28,000) annually toward the Indian population's pursuit of an education. Spending was restricted until the conclusion of the fiscal year. One reason this money wasn't used was because of tensions between orientalists and Anglo-centric. Orientalists wanted the funds to be used to teach and learn Indian languages and cultures like Persian and Sanskrit, while Angalicists demanded that they be used to teach and learn English instead. The debate ended when William Bentinick took over as Governor General of India.

Wood's Dispatch on Education, 1854:

Wood's Educational Dispatch A paper deemed the "Magna Carta" of English instruction in India was published on July 19, 1854, and named after Sir Charles

Wood, head of the East Indian Company's Board of Control. The Dispatch outlined the first all-encompassing strategy for expanding education in India and standardized the progression from elementary to secondary to tertiary institutions. The course materials could be read in either the Vernacular or English, at the student's discretion. Both were promoted in higher education settings, but the former was more so than the latter in schools. To inspire private effort and business, a system of assistance payments was established. A state grant-in-aid system was envisioned as a way to help fund public schools if and when that became essential. The plan's secular nature was emphasized by the fact that funding was to be distributed without regard to the religious beliefs of the receiving organizations or individuals. It was mandated, in reality, that all government-funded educational programs be non-sectarian. Those who showed interest would receive Bible study lessons, but only after school. Women's schooling and the instruction of teachers were prioritized. Every school, public or private, should reward academic excellence with scholarship money for deserving pupils. They were structured to link elementary and secondary institutions, as well as tertiary institutions. Examining and supervising organizations were planned to be established for the express purpose of monitoring the program's execution. Each presidential city has its institution, modeled after the institution of London, with the same responsibilities in terms of administering courses, evaluations, and awarding diplomas. It was decided that only universities would be used for education. The new education policy emphasized the importance of community participation and the fact that instant results could not be anticipated, especially from sole reliance on the government. All subsequent laws in India aimed at promoting literacy were supposed to be based on the Despatch. Practically every suggestion made by wood in his report was adopted. Once known as the committee of public instruction and the council of education, the department of public instruction was established in 1855.

The Indian Education Commission 1882:

The British had prioritized higher education, especially at the undergraduate level. In 1859, the Indian minister of state issued a rule restricting government financial

assistance to higher education institutions. Therefore, elementary and secondary school instruction was ignored. "In 1870, regions with fewer financial means took on the task of providing public education." In turn, that hampered learning in elementary and secondary schools as well. In 1882, in response to Wood's Despatch from 1854, Lord Ripon established an Education Commission led by Mr. W.W. Hunter to assess the state of education in these areas. In 1883, the committee handed in its findings. The following are some of its key suggestions:

Two types of high schools should be established one, for preparing students for vocational education and the other for providing literary education leading up to the entrance examination of the university.

Primary education should be given priority. The Government should hand over the management of primary education to District and Municipal Boards which were to be provided one-third of its expenditure as a grant in aid by the government on it.

Female education should be emphasized which was most inadequate outside the presidency town.

The government should withdraw itself from school and college education as far as could be possible and every effort should be made to encourage private enterprise in these fields through the system of liberal grants in aid.

Most of the recommendations of the commission were accepted by the government and education developed with a marked speed after it. But more than the government several Indian philanthropic and religious associations participated in its growth. It resulted not only in the development of Western education but also in oriental studies. Some teaching cum examining universities i.e., Punjab University in 1882 and Allahabad University in 1887 were also established in the coming years. But the female education primary education remained neglected.

The Indian University Act, 1904:

The centralization and bureaucratization not only in Administration but also in education, Lord Curzon was in favor and appointed an Education Commission under the chairmanship of Sir Thomas Raleigh in 1902. There were only two Indian members in it, Gurudas Banerjee and Syed Hussain Bilgrami. The commission submitted its report the same year. Lord Curzon passed the Indian University Act based on the recommendations of this Commission in 1904. To bring out improvement in higher education an annual grant of five lakh rupees was the only useful provision of this act.

The Government of India Resolution of 21 February 1913:

To assume the responsibility of providing compulsory primary education in India the Indian national leaders were pressing the government of India and the Government declared its policy by a resolution on 21 February 1913. It did not assume responsibility for compulsory primary education. Instead, it accepted its adherence to a policy for the removal of literacy in India and urged the provincial governments to take early measures in this direction. It emphasized the need to encourage private Voluntary efforts in this direction. It also emphasized on improvement of high school education and stressed the need of taking responsibility for teaching the Universities.

The Calcutta University Commission, 1917-19:

Under the chairmanship of Dr. M.E. Sadler in 1917 a commission was appointed. It included two Indians, Dr. Ziauddin Ahmed, and Sir Ashutosh Mukherjee. The problem of Calcutta University was the primary concern of it but it reviewed the entire field of education from the school to the university stage. Some of its important recommendations were as follows:

➢ The degree course should be of three years duration.
➢ School Course of a 12 year should be introduced. A student should be admitted to university only after passing the intermediate examination and the intermediate schools were to remain free from the control of the Universities.

For high school and Intermediate education, separate boards should be established.

➢ It stressed the need of extending the facilities for the education of science and technology, female education, and teacher's training.

➢ By teaching universities, the affiliated universities should be replaced, as far as possible.

The Government of India accepted most of the recommendations of the commission. Which helped in the development of university education in India. In India during the period 1916-1921, seven new universities were established namely Aligarh, Lucknow, Banaras, Mysore, Patna, Dacca, and Osmania.

The Hartog Committee, 1929:

Education was transferred to the provinces and the central government discontinued its grant for education by the act 1919. The provincial government could do nothing much concerning education, because of private initiatives yet the members of schools and colleges continued multiplying. It led to the deterioration of educational standards. Therefore, a committee was appointed in 1929 headed by Sir Philip Hartog by the Indian statutory commission to report on the progress of education achieved by them. The main findings of this committee were as follows:

Primary education needed more attention though it was not necessary to make it compulsory. Only deserving students should be allowed to go in for high school and intermediate education and the average students after VIII class should be diverted to vocational courses.

Wardha Scheme of Basic Education:

'Nai Talim' which is also called basic education is not so much a methodology of education as the expression of an idea for a new society and new life. The Premise is that India could build an independent, spelled act by Mahatma Gandhi in 1937 in the

course of a series of articles in his weekly 'Harijan' through this system of education. English education had created a permanent gulf between the highly educated few and the ignorant masses, that it had made its recipient ineffective, unfit for productive work, that it had harmed them physically were the main thesis of Gandhi Ji. It was also clear that the money spent on primary education was completely wasted, for it was soon forgotten and had no relevance to the villages or towns from which the students were chiefly drawn. The first conference on 'National Education' was convened at Wardha on 22-23 October 1937 to consider the new system. It appointed a committee to prepare a detailed syllabus in the spirit of the resolutions under the presidency of Dr. Zakir Hussain. It had been adopted in less than two months, and by December 1937, the committee had submitted its report. The main findings of this committee were as follows:

- ➢ To introduce a basic handicraft in the syllabus
- ➢ Devising ways for coming into contact with the life of the community around the school through service and thereby actually building up the school community.
- ➢ Introducing teaching through Hindi from standard II to standard VII
- ➢ To remove the teaching of English from earlier years in school and begin it only from standard VIII onwards.
- ➢ The first 7 years of schooling are to be organized as an individual, integral part of a free and compulsory nationwide educational system.

The scheme of basic education was accepted both by the union as well as state government as the pattern of national education at the elementary stage after independence and was decided to establish, gradually a Universal system of basic education throughout the country.

Sergeant Report, 1944:

The Central Advisory Board of Education drew up a Scheme. As sir John Sargeant was the educational advisor of the Government of India at that time in 1944, it is known as the Sargeant plan. The objective that the Board set itself was to create in India, in not less than forty years; the same standard of educational attainment had already been admitted in England with this end in view, the Report provides for:

- Preprimary education for children between 3 and 6 years of age.
- For all children between the ages of 6 and 14, universal, compulsory, and free primary education.
- High school education for 6 years beginning and for the selected student after the higher secondary education.
- After the higher secondary examination for selected students, a university course of 3 years begins.
- The development of a public libraries system in about 20 years and the liquidation of adult illiteracy.
- Required for the implementation and continuation of the scheme full provision for the proper training of teachers.
- Creation of employment bureaus.

A teacher was selected and then educated or trained effectively according to the Rigveda. In the Upanishadic period, teaching was known for the personal attention paid to the student. A disciple or student had the freedom to choose his teacher. One of the important methods of teaching was the oral explanation. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The important feature of Buddhism was the monastic system which required that every novice the Saddhiviharika on his admission, should place himself under the guidance and supervision of the Upajjhaya. During medieval times the monitorial system was in vogue too and was the method of preparing future teachers. The teachers were respected by society and their students and were held in high esteem. The modern period was characterized by the Britishers in India. Various committees which looked into the system of teacher

education and training were instituted. Of them, Wood's Dispatch, Government of India's Resolution on Education Policy of 1904, Hartog and Saddler Committees made substantive recommendations that hold good for the present times too.

1.4 EDUCATION SYSTEM IN POST-INDEPENDENCE-INDIA

Post-India gained its independence from British colonial rule, and the Indian education system, previously accessible only to the elite, became available to the entire society. The government's Central Advisory Board established two committees – one for higher education and one for secondary education – to address the challenges of education, formulate comprehensive education policies and improve the overall education landscape of the country. Currently, Indian School System consists of four levels – pre-primary, primary, secondary, and higher secondary.

Admissions and Educational Institutions:

As of 2019, India has the greatest number of students in the country. Compared to the tragic situation of 1947 when the country had merely 400 schools, and 19 universities with a little over 5000 students, we have come a long way. Currently, India boasts 1.5 million plus schools, 751 universities, and 35 thousand plus colleges.

The Modern Learning Approach:

To modernize the knowledge delivery ways according to the needs of the 21st-century generation, schools, and universities are adopting various unique practices. These methodologies and innovative pedagogies enable educational institutions to develop the skills of the learners in such a manner that they can become self-dependent and ambitious achievers. Some of these new-age methods are:

Experiential Learning:

As it is evident by the name, experiential learning is the process of learning through doing or experience, and is more specifically defined as 'learning through reflection

on doing. Learning only produces good results when learners have the desire to absorb the knowledge. Therefore, experiential learning comprises a hands-on approach to education that goes beyond the theoretical aspect and a classroom and strives to bring a more involved way of learning.

Peer Learning:

Peer learning has become a part of an active learning strategy in a lot of Universities and B-Schools. This form of pedagogy encourages students to interact with their classmates/peers and learn from each other beyond the classroom without any supervising authority. This creates an environment of open communication which is highly crucial for learning. Research has shown that students, who engage in an environment of free communication, perform better academically.

The Rise of Ed-Tech:

Starting from the past decade, the new generation of learners is looking for courses that are experiential and interactive and facilitate authentic skill development. This is where Edtech is making its mark. According to a report by Google & KPMG, Online education has the potential to touch $1.96 billion by 2021 as everyone, from school-going students to MBA aspirants to CXOs of multinational corporations and entrepreneurs, is a potential learner.

The evolution of communication, cheaper internet, gamification, and AI & ML powered learning platforms are some of the reasons behind the changing face of education in the country and globally. The smartphone revolution has also provided wings for Edtech to fly. Educators are now using smartphones as a significant tool for imparting knowledge.

The education landscape of India has evolved considerably since we achieved our Independence. The intervention of technology has made it easier and much more insightful than it ever was. The benefits of imparting relevant education have been

understood by the governments which have done their bit to boost the existing system for all sections of society.

1.5 LEVELS OR STAGES OF EDUCATION IN INDIA TODAY

Education in India follows a uniform structure of school education which is known as the 10+2 system. This system is being followed by all Indian States and Union Territories. But not all of them follow a distinct pattern as per the system.

1. Pre-Primary Stage – Pre-primary education in India is provided to children between 3–6 years by Kindergarten, Playway, or Play Schools. These schools have varying terminology for different levels of classes, beginning from – Pre-Nursery, Nursery, KG, LKG (Lower Kindergarten), and UKG (Upper Kindergarten). Most of the pre-primary education in India is provided by private schools.

2. The Primary Stage – Primary education in India offered by both private and government schools usually consists of students aged between 5 to 12 years. The duration of study in this stage is 4-5 years. Common subjects include English, Hindi, Mathematics, Environmental Science, and General Knowledge. Sometimes also termed as Elementary Education, it is free in government schools but it is paid for in private schools. The Government has made elementary education compulsory for children between the age group of years 6 and 14. Most of the primary education provided by primary schools in India is imparted from class 1st to class 4th or 5th. Some of the states/UTs which follow 1st to 5th class of primary education are Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Chandigarh, Delhi, Karaikal and Yanam regions of Pondicherry, etc. Some of the states/UTs which follow 1st to 4th classes of primary education are Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry

3) The Middle Stage – Middle stage of education covering 3-4 years of academic study is formed by the 5th-8thclass consisting of students aged between 12 to 14 years. The schools which impart education up till 8th class is known with various names like – High School, Senior School. Some of the states/UTs which follow the 5th -7th class of the middle stage are Assam, Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep, etc. Some of the states/UTs which follow the 6th -8th class middle stage are Arunachal Pradesh, Haryana, Madhya Pradesh, Punjab, Andaman & Nicobar Islands, Chandigarh, Delhi, etc.

4) The Secondary Stage – Secondary Stage of education covering 2-3 years of academic study starts with classes 8th-10th. consisting of students aged between 14-16 years. The schools which impart education up to the 10th class are known as Secondary Schools, High Schools, Senior Schools, etc. Some of the states/UTs which follow the 8th -10th class of the second stage are Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep, etc. Some of the states/UTs which follow the 9th -10th class of secondary stage are Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Delhi, Karaikal region of Pondicherry, etc.

5) Senior Secondary Stage – Senior Secondary Education in India is of only 2 years. There is uniformity on this level of education in terms of duration and classes i.e., all the States/UTs follow this 10+2 pattern. Senior Secondary Schools in India include classes from 11th to 12th. consisting of students aged between 16-18 years. At this level of education, students have the freedom to choose their preferred stream and subjects. They can pursue Arts, Commerce, and Science (medical & non-medical). The schools which provide education up to the 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools. Some universities and colleges also offer education in these classes.

6) Undergraduate Stage – Undergraduate education in India is of 3-4 years. The undergraduate stage of education is also known as higher education in India. Students

studying at this level, generally begin their education from 18 onwards. As per one estimate, 88% of undergraduate education is provided by Colleges in India. The majority of the undergraduate courses of 3 years duration belong to the field of arts, humanities, science, etc. and the majority of 4 years duration belong to the field of agriculture, engineering, pharmaceutical sciences technology. However, there are courses belonging to the fields of architecture, law, and medicine whose duration is 5 years.

7) Postgraduate Stage – Postgraduate education in India is of 2-3 years. Postgraduate stages of courses are known as Master's courses or Doctorate courses. Masters' courses are usually of 2 years duration and doctorate (research) courses are of 3 years duration. Also referred to as higher education, 56% of post-graduate education is imparted through colleges. PG education in India is largely provided by universities in India. PG education caters largely to a specific field or sub-field of any preferred discipline. Thus, one can specialize in any of the preferred subjects at this level. Those who are interested in conducting a large amount of research work pursue these courses.

Adult Education in India – Adult Education in India comes under the purview of the Department of School Education and Literacy. The Bureau of Adult Education and National Literacy Mission under the Department functions as the Secretariat of the National Literacy Mission Authority (NLMA). National Literacy Mission was set up on 5th May 1988 to impart a new sense of urgency and seriousness to adult education. The Directorate of Adult Education provides necessary technical and resource support to the NLMA.

Distance Education in India – Distance education provided by institutes is controlled by the Distance Education Council of India. Distance education is helpful to those who cannot join regular schools or colleges. At the school level, the National Institute of Open Schooling offers education through distance learning. While, at the college or university level, Open universities provide distance education. Distance

education can also be pursued online via the internet. Some like the Birla Institute of Technology and Science (BITS) provide online education through – BITS Virtual University.

Homeschooling in India – Homeschooling isn't widespread in India and neither it is widely accepted. This type of alternative education is considered for the handicapped or those who are unable to attend regular school due to various factors. While some use the Montessori method, Unschooling, Radical Unschooling, Waldorf education, or School-at-home. Others prefer CBSE, NIOS, or NOS and IGCSE prescribed syllabus.

Education types are an ordered set of divisions, intended to group educational programs concerning gradations of learning experiences and the knowledge, skills, and competencies which each program is designed to impart. Quality assurance in education is the top priority of most of the educational policies and programs in India and abroad. Countries throughout the world are striving hard to achieve quality education. Quality in Education is a relative concept and not something absolute. Education types are therefore a construct based on the assumption that education programs can be grouped into an ordered series of categories. These divisions represent broad steps of educational progression in terms of the complexity of educational content. The more advanced the program, the higher the level of education.

1.6 AIMS AND OBJECTIVES OF EDUCATION

Education is a never-ending journey. Its primary goal is to promote a child's holistic development. As the child grows, the results of education are visible in the form of a better and more prosperous life. This is mainly because education empowers people to become mindful of their liberties and obligations in a societal structure. It equips them with cognitive ability, physical growth, morals, and ideas. In this way, by empowering future citizens, education also benefits society.

What do we Aim to Achieve Through Education?

Education provides a person hope that they will be able to address the difficulties that humanity is currently facing.

➢ Education teaches us to distinguish between fair and evil, unethical and ethical.
➢ Education teaches you how to conduct yourself correctly and effectively.
➢ Education empowers you to challenge everything that appears to be incorrect.
➢ It increases your awareness and confidence.
➢ Education assists you in discovering the truth and challenges you to think in new ways.
➢ Illusions get dispelled by proper education.

Education aims to develop children into good citizens. Responsible citizens apply their learning and gained skills to help themselves and others. They help to move the human race ahead in areas such as equality, justice, and harmony.

Aims of Education:

Knowledge:

Knowledge is as essential for intellectual development as nutrition is for body development. It encourages lifestyle changes, self-realization, and societal progress. Thus, knowledge is as much a source of strength as comfort. It leads to effective interpersonal relationships and healthy life adaptations. Thus, knowledge acquisition should be a significant goal of education.

Vocational Aim:

Education enables students to make a good living in the future. It makes them independent and successful not just culturally but also financially. Occupational competence should be a strong focus of education.

Total Development:

Education seeks to grow the overall personality of the learner. These include physiological, intellectual, moral, social, and spiritual growth.

Complete Living:

Education must familiarize a child with the actions of healthy living. These may include childbearing and childrearing, consciousness, activities connected to socioeconomic and cultural responsibilities, and aspects linked to the appropriate use of free time.

Moral Development:

Herbert Spencer, an outstanding English educationist, placed a high value on this educational goal. He considered that education should help children develop moral ideals. Education must develop attributes like kindness, integrity, courage, respect, and honesty.

Harmonious development:

Harmonious development refers to the overall growth of humans. It includes physical, mental, artistic, and ethical aspects of growth. The goal of education is to develop a balanced personality. Education must nurture all child's capabilities and qualities in a coordinated manner.

Self-realization:

According to some professional educators, this is one of the most important aims of education. Education should assist a person in becoming what they need to become, depending on their specific potential.

Character Development:

According to some educational systems, this is the ultimate goal of education. It is believed that education comprises the nurturing of particular human ideals. Education helps the formation of mindsets and preferences that comprise a person's personality. Some renowned personalities, such as Mahatma Gandhi, Swami Vivekananda, and John Dewey, regarded character development as the fundamental goal of education.

Citizenship:

We educate students to become excellent citizens of their country. Education helps them acquire traits that will benefit society. It makes them aware of their commitments, obligations, and responsibilities to society. This goal is critical in a democratic setting. As a democratic citizen, the child should be taught to respect diverse ideas. He should be able to balance rational thinking, openness to new perspectives, and nationalism.

Cultural Development:

Through education, every individual must become sophisticated and civilized. Artistic growth is also a crucial component of education and results in the improvement of artistic sense and compassion. Further, it increases an individual's regard for others and their cultures.

Personal and Community Goals:

A few educationists believe that the most crucial goal of education is the complete growth and evolution of the student. In contrast, others believe that the fundamental goal of education is societal growth. Humans are social beings who require a

community to survive. A person owes everything to society that they must repay. One must work for the betterment of society. Individuals need communities, and communities require individuals.

Individual growth requires social connections and bonds. Education should aid in developing and maintaining a sense of commitment and devotion to society and its interests. Education should create a synergy between personal and social goals. They must be mutually beneficial. There is no necessity for any dispute between the two. The ultimate goal of education is a child's progression as a community member. Personal ambition and social provision should complement each other. Individual and societal development should take place at the same time.

Education for Leisure:

Leisure is defined as time spent for recreation purposes. Leisure is an essential aspect of human life. It is required to maintain rest and replenish energy. One should spend leisure time on tasks that benefit both the individual and the community. Leisure, when used appropriately, creates cognitive and emotional equilibrium. Practical leisure time usage can stimulate creative, ethical, and aesthetic advancements. Children should be taught how to spend their free time productively and imaginatively.

Elevating all aspects of personal and societal growth is the foundation of education. The aims of education reflect the need and perspectives of education. These aims simply indicate the effect education must have on the learner. "The aims are not definite or everlasting." With time, we can update and modify the aims of education as per the current requirements.

1.7 IMPORTANCE OF EDUCATION

Learning is crucially important. It makes it easier for individuals to continue learning effectively throughout their lives. It helps people form healthy intellectual, emotional,

behavioral, and spiritual routines. It enhances people's standard of life and promotes their fiscal and societal standing. Peaceful and improved lives are the result of people gaining an education. A person's entire demeanor can be altered by this, and they'll emerge from their shell radiating self-assurance.

It has been said that "education is the most powerful weapon to change the world," and Nelson Mandela said it best. To clarify, it is the bedrock of society that fosters material well-being, interpersonal harmony, and institutional security. It allows individuals to express themselves and display their true abilities. Through increased public participation, democracy is bolstered. It's a unifying factor that helps strengthen communities and national pride.

Everyone's first school is their own home, and their parents are their first teachers. Early in life, our mothers, in particular, create our most lasting impressions of the school. Our parents stressed the value of an excellent education to us. We start going to school around the ages of three or four, where we are subjected to a rigorous examination process before being awarded a passing grade and a place in the appropriate grade level. One subject at a time, we make progress toward our goal of graduating from high school. The next step is to get ready for higher study, which can be a vocational or career degree. Attending a reputable university is crucial for anyone hoping to land a high-paying, technically-oriented career.

The endeavors of our parents and educators shape us into informed adults. They genuinely care about us and want to see us succeed in life. Many government initiatives have been launched recently to improve the quality of schooling available to all citizens. People in remote areas, where poverty and a lack of understanding about the value of education contribute to a lack of interest in school, see a lot of ads trying to convince them to change their minds about going to class.

Citizens of India are guaranteed access to public schooling as part of the country's founding document. Therefore, people of all ages, races, genders, and sexual

orientations, as well as those of all religions and socioeconomic backgrounds, are equally welcome to pursue higher education. One is regarded with great deference and reverence wherever one goes if they have a high level of education. Every youngster has aspirations to one day become a doctor, lawyer, architect, performer, athlete, etc. In other words, these hopes can be realized through learning. Therefore, schooling is where you will see the greatest yield on spending. People who have invested in their education have greater work security and job satisfaction as a result.

Generally speaking, there are four distinct stages of schooling (preschool, primary, secondary, and upper secondary) in the United States. The conventional teaching methods taught in schools are responsible for imparting academic understanding to pupils. Numerous trials, practicals, and auxiliary activities have been added to the school program in an attempt to create inherent application-based learning. The ability to communicate ideas in writing and orally is a skill that students develop. The advent of internet education has also made it possible for anyone to gain access to a wealth of knowledge. They have the opportunity to expand their horizons and their talent set.

Poor people previously could not afford to continue their education past the 12th grade due to how expensive and competitive the education system was. Many individuals in the community were different from one another and treated differently. Those in upper castes did well in school, while those in lesser castes were often excluded from formal education altogether. However, in the modern era, both the standards and focus of schooling have undergone significant shifts. The Indian government has instituted several policies intended to make higher education more affordable and available to all citizens. And most significantly, the ease and low cost of online learning programs have opened up higher education to individuals of all socioeconomic backgrounds. A nation's strength lies in its people, and those who have received a good education are the ones who will take it to new heights in the future. Therefore, education is the instrument through which individual lives, communities, and nations can achieve their greatest potential.

1.8 SUMMARY

Light can be found through education. Yes, it's a wish for a happy future. All people on Earth have the right to fundamental education. It is wicked to refuse this freedom. Youth illiteracy is humanity's greatest threat. Education is of paramount importance, and all administrations should work to promote it.

A country can only advance in the direction of its educational system. We can't have a strong community without a strong educational system. As a nation, we must ensure that every citizen has access to quality public education. This will help level the playing field, and when people are forced to adapt to make ends meet, they take on a greater sense of social responsibility. More advanced countries have a high literacy rate as well, and every country's literacy rate is a product of its educational system. The government has certainly enacted legislation and devised plans, but carrying out those plans is a formidable challenge. The government, with the help of the people, should make the country and the community it oversees better places to reside. Every nation's development is conditioned by the nature of its people. A country with a highly informed populace will prosper.

CHAPTER 2

SHORTCOMINGS OF THE EDUCATION SYSTEM

2.1 INTRODUCTION

An individual's and a country's progress are both greatly aided by educational opportunities. Though there have been bright spots in India's educational past, the country is currently facing criticism for its educational system and has been lagging behind other developed nations for decades.

While many people in the country lack access to basic resources, those who do complete higher education often leave for greener pastures elsewhere in quest of higher wages. Every effort is being made by the government to ensure that every kid in India has access to quality education. Thus, the learning rate is on the rise, though there are still obstacles to overcome. Exactly where are we going wrong? To better grasp this, consider the following:

Legacy not honors:

Here in the United States, academic performance is a common yardstick for evaluating potential. A pupil who achieves a grade point average (GPA) of 3.0 or higher is commonly regarded as "brilliant," while those who achieve a GPA of 2.7 or below are seen as "weaklings" with no prospects. There haven't been many positive changes made to the program since it was first implemented by our imperial rulers. The information contained in books is handed down from teacher to pupil.

Lack of Interest:

Ninety percent of student's time is spent on academic material, leaving them with almost no room to engage in hands-on activities or independent study. Neither pupils nor teachers are given much freedom to explore topics outside of the prescribed curriculum. Our methods of instruction are extremely repetitive, and they lack any

semblance of flexibility or innovation. Most of a student's time in school is spent in lengthy classroom hours, the efficacy of which is dubious. In these situations, students benefit greatly from a novel approach to instruction that piques their interest and motivates them to learn more.

No Play and All work:

In the Indian education system, the end-of-year outcomes and board exams are of the greatest importance, and students who do not perform well on these tests may be the targets of mental abuse, shame, and a loss of confidence. Neither society nor parents nor schools place a high value on sports, the arts, or other co-curricular pursuits. Teachers are often seen using the time allocated for athletics and other extracurricular activities to complete their curriculum, demonstrating the disproportionate weight placed on academic subjects. A fundamental familiarity with learning itself is required. Each learner is expected to bring a unique mix of artistic and useful findings to the learning process. There needs to be a complete change in emphasis from grades to learning. Both the school and the parents need to take responsibility for this.

Lack of Individuality:

Education's ultimate goal is to equip its students with the knowledge and skills they need to realize their full potential in life. Not every child has dreams of becoming an astronaut; some may instead aspire to careers in the arts, athletics, or communication. Our present education system in India is flawed because all these students will be subjected to the same curriculum and educational process, even though many of the topics being taught will be irrelevant to them in the future. "While it's clear that students need to learn the basics, the requirement that they do so for a full decade before being allowed to choose a major seems antiquated."

Creative Blend as is Learning:

Our system has to change its parameters of 'good subjects'. We have been pioneers of mathematics and science, but that is not the only thing that we can do. There has to be an equal emphasis given to other social and literary subjects. A change in curriculum to add creative subjects along with regular Maths and science will create a great blend and help the student understand the bigger picture right from the beginning other than realizing their actual passion in the latter half of their lives.

Teaching Methodology:

The syllabus is one thing that needs a change, while teachers and teaching methods require a whole new makeover altogether. Our teaching methods are dated. We still use blackboard and chalk as the only mode of teaching. Even though there has been a wave of the switch to the E-learning mode, that has happened in a very small proportion. Not only is our teaching method inefficient but so are our teachers. The school should take measures in up skilling them with newer methods of teaching as well as adapt them to agile e-learning teaching. E-Learning is a creative learning process, but only with a combination of a good tutor. If we can combine a good tutor with a great agile learning methodology then we can reap wonders from it. It always takes two hands to clap.

Zero Functional Literacy and market knowledge:

If we can look into almost two decades of the syllabus from any Indian board, we can easily conclude that there have been negligible changes in the syllabus. One thing that the Indian Education System lacks is market knowledge and functional aspect of literacy. In layman's terms, we always know the definition of a certain process but never know how to do it. Functional literacy has been zoned out due to the extreme importance that our grades have. Along with this, our curriculum has zero basics of how the market functions and how the economy runs. Basic market education should

be provided to students at least from the secondary level so that they have a wider understanding of the financial functioning of the world.

2.2 THE SYSTEM-NOW AND THEN

The education system in India is quite a debatable topic at this point, while some say it's good, others don't. We need Education that not only makes us eligible for a job but prepares us for the struggles of life. The role of Education is something that can't be ignored in building the personality, Career, and mental growth of humans. It helps in building a true, progressive character of a person which later on defines our success and failure.

The Education system in India has changed a lot from the ancient times when we were taught about the Vedas and only the elite classes of society reserved the right to education. It took a different turn after the arrival of the British as they opened the centers for higher education which we call Colleges and Universities today. Today, after 73 years of freedom, when we are the most modern as we possibly can be, it has a diverse and different infrastructure, administration, teaching methodology, and values.

Indian Method of Schooling: India is recognized for its instructive greatness. Indian Schooling has achieved worldwide acknowledgment with its recognized decent variety of characters. Diverse educational plan bodies administer the institute instruction scheme in India. There are private and public schools but 95% of the primary schools are government board partners.

Advanced Education:

There are roughly 152 local universities, 316 national colleges, and 191 autonomous universities in India. The other institutions include 33,623 colleges, 1,800 selected girls' schools, and 12,748 Degree Programs organizations. The officials responsible

for the extraordinarily professional programs are India's TEC (Telecommunication Engineering Center) length-Education Committee as well as the Indian teacher training Board, the Indian Medical Board, the surgeons of India, the Indian state bar, the Regional homeopathic medicine committee, the Pharmacy Committee of India, the Indian Civil Society committee and the Indian Dentistry Council.

Open and Distance learning:

At the education level, the State Centre of Free Schooling provides opportunities to educate those who have struggled to complete school. Only at the supplementary and upper auxiliary stage, 14 lacks of students are chosen by transparent and differentiated instruction. In 2012, some states have adopted Public Open Schools to offer distance instruction. IGNOU runs in isolation instruction at a higher level of schooling. It has a minimum enrolment in 53 administrative areas of 1.5 million.

Professional training:

All India's industrial training Committee in 2013 announced that more than 4,599 technical establishments offer diplomas, certification, and validation in architecture, building, in-the-board, system, drug store, innovation, town administrations, and others. The yearly admission to specialized certificates and degrees surpassed 34 lakhs.

Pros and Cons Explained:

Children between the ages of 6 and 14 have been provided free education by the administrations of Central, State, and Union territories. On the other hand, The Indian Education system has a shocking fact that 12% of students between the ages of 4 and 12 suffer from some or other psychiatric disorder.

The Indian Education system is one of the very few examples where seats are being reserved for the underprivileged classes in Schools, Colleges, and Universities. The system of Education in India expects the student to get counseling from the parent

whereas it's not the right thing to do because Children and young adults hesitate to share everything with parents due to the generation gap and fear of mockery so having a counselor in the school itself is of utmost importance.

Indian culture focuses on the act of charity and hence every school has two or three scholarships for poor and meritorious children. In 2019, the Indian government announced 50 million scholarships for girl students from backward communities. The system pathetically lacks in identifying the unique talents/skills of each student. Very few schools pay serious attention to developing an enriching program for extracurricular activities.

The Indian government aims at bridging the gap in gender education and empowering Indian women. Many states and Union territories are already providing free education to girls while others are on their way to implementing it soon. On the other hand, the system sends the student in the wrong direction. It is illogical to lay stress only on scores rather than the Education itself. This is the main cause of the thousands of coaching classes we have in our country today.

2.3 INDIAN EDUCATION PROCEDURE

Primary/Elementary Education in India:

Schooling children, aged 6 to 14 years is the place to get primary education. Playschools have been established by the govt. to children below three years. CBSE and ICSE are the boards to organize the Indian schooling education system. Both are followed by several schools present in India. This education is not compulsory for all students. "Prep School or Kindergarten of learning is also divided into subcategories nursery, lower kindergarten (LKG), and upper kindergarten (UKG)." The students between the ages of 3 to 6 are in these classes.

Key Features:

There are distinct categories for the types of schools, the types of instructors, and the types of students who enroll at each type of school. Based on factors such as student population, faculty demographics and training, and the nature of the school's pedagogical approach, image, and ranking can be determined.

As the primary locations for educational activities, classrooms hold a high level of significance. It's crucial that students feel safe and at ease in the classes so that they can concentrate on what's being taught and retain the information presented. Students will learn more and have more fun in primary school classes that are decorated with images, sketches, paintings, and other visual aids that help bring the subject matter to life. Consequently, it is essential to make classes appealing if they are to contribute to enhancements in the general standard and teaching methods.

There is tremendous value in the methods of instruction and learning. The academic ideas taught in primary school are simpler, and parents often help their children with schoolwork. Parents typically assist their children in finishing schoolwork, studying for examinations, and finishing projects. Elementary school pupils readily grasp the ideas that are taught to them. Students learn the fundamentals of reading and writing at the kindergarten level. In this context, "environmental objects" can be represented by any combination of numerals, characters, phrases, or images.

Pros of the Elementary education system in India:

The number of students enrolled in kindergarten or first grade has been on the rise since 1990. Recruitment of local instructors, an increase in the number of schools, offering mid-day lunches, rewards, and grants for the students, and so on have all contributed to the rise in enrollment.

The Parliament of India approved the Right of Children to Free and Compulsory Education Act, 2009, making it the law of the land that all children must attend school free of charge. It gives all children aged 6 to 14 the legal protection they need to receive an adequate education in an environment that upholds the values of

fairness and equality. Specifically, it ensures that all children have access to, attend, and graduate from primary school at no cost to the family. More importantly, it guarantees the young person a safe and stress-free learning environment.

To raise the bar of India's educational system, the government has developed and implemented several programs and initiatives. Operation Blackboard Scheme is a lunch program that aims to improve the health of disadvantaged kids by giving them access to healthy food during the school day.

Women in low-income, disadvantaged communities have surmounted societal barriers to speaking out about problems like child marriage, child labor, and abuse against women thanks to a program called Mahila Samakhya, which receives funding from international donors. With the aid of MahilaShikshanKendras, a network of educated and empowered women has been established, and there has been a subsequent rise in the desire for reading and education among these women's children and grandkids. This has had positive societal effects, such as delaying the age at which females are traditionally married. The initiative is currently being implemented in over 9,000 communities across 53 districts in ten different states.

Cons of Elementary Education system in India:

In Rural areas, either parent is disinterested in sending their children to school or the children consider dropping out of school because, the teaching-learning processes are not well organized, there is no proper availability of creative activities, the management of the schools is not carried out properly and the environmental conditions of the schools are not suitable. A higher enrollment percentage can only be achieved by bettering all of these factors. For instance, having access to clean, purified water is contingent upon the construction of gender-specific restroom facilities.

The Education system in India faces its greatest challenge from the persistent gaps between the country's various areas, sexes, tribes, classes, nationalities, faiths, and

other disadvantaged groups. The education dropout rate has increased, especially among the poor, the excluded, and the socially and monetarily disadvantaged. Also, between the ages of six and fourteen, children of Scheduled Castes and Scheduled Tribes vary according to gender. Steps must be taken to ensure that people of all backgrounds have access to the same resources and privileges.

It is not always possible to satisfy the demands and standards of pupils in some primary institutions due to a lack of resources. The measures that are vital to be undertaken to enrich the quality of elementary schools are making provision for proper teaching-learning methods, effective communication between the teachers and the students, availability of materials, books, articles, swings, playthings, and all other resources which play an important role.

Secondary Education in India:

Eighty million young people, as of India's 2001 Census, fall into the categorization of minors aged 14 to 18. Higher secondary education is defined as the completion of grades 10 and 2. Central boards of education are associated with higher schooling. Students register for courses leading up to one of the standardized tests given by the government.

"Classes 9–10 and 11–12 make up the high school, which culminates in a statewide test. Secondary schooling involves classes 9th and 10th which are important for the career of students as the future subject or stream completely depend on the obtained marks in secondary classes whereas, higher secondary class 11th and 12th student have to choose any particular academic course as a focal point in which they have to make their professional career."

Key Features:

In India, the national pattern and trend might disguise the disparities across various states. It is because the backward states have low enrolment and even lower physical and human resource investment than their counterparts

Indirect demand for secondary education is generated due to the increasing demand for a highly skilled labor force in the global economy. It is because secondary graduates are trainable for the requirements of the globalized market. Further, good quality secondary schooling introduces them to formal reasoning, abstract problem-solving skills, and critical thinking as well as occupationally relevant content. Secondary education promotes the development of skills and knowledge with access not only to the nation but also to the global economy.

Pros of Secondary Education in India:

Within secondary educational institutions, two-thirds of the schools are secondary and the rest are higher secondary schools. This is an improvement over the trend of 75 percent of the schools being high schools and the rest 25 percent being higher secondary schools for more than a decade from 1980-81 to 1996-97. This indicates that on average for every higher secondary school, 2 to 3 feeder high schools exist

The rise in the share of the population shifts into the service sector leading to overall higher per capita income in the country is being reflected in the growth of and demand for secondary education. The gross enrolment ratio, Transition rates have improved significantly in the last decade and Dropout rates have gone down.

Some Schemes have been implemented which are centrally sponsored such as the Girls Hostel Scheme, National Scheme of Incentives to Girls for Secondary Education, and Inclusive Education for the Disabled at the Secondary stage. All these Schemes have helped the backward classes of society to get an Education and aspire for more.

Cons of Secondary Education in India:

The main disadvantage of the Secondary Education system is its lack of irregularity, infrastructure, and its reach to every state, town, and village. Multiple numbers of factors operate, which may be broadly classified as demand, supply, family-related, or school-related factors besides the state policies and practices. While some of the academic factors push the students out, socio-economic reasons pull them out of the system.

This fact can't be ignored that even when education is free, there are both direct and opportunity costs which are reasons which force children to drop out. The cost of books, uniforms, mid-day meals, etc. is a major cost for poor families. Children of secondary school age regularly work on family farms (i.e., in conflict with school attendance). As a result of high opportunity costs, school attendance, and, therefore, school performance tends to be much lower for children from poor families even though tuition fees are nominal, other fees and expenditures of secondary education are higher for socially deprived children and girls.

Not having a school close to home is often a barrier to children's enrolment and retention, especially for girls in village areas. There is also a problem with the quality of school education, which is influenced at both the system and institutional levels. Poor functioning of schools also matters to a greater extent in the levels of not only participation but also performance.

The higher education system in India:

In higher Education Graduation, diplomas, and other professional courses are offered by Colleges, Institutes, and Universities. Colleges, Institutes, and Universities provide various courses such as Law, Medicine, and engineering along with bachelor programs in arts, science, and commerce.

Most reputable universities in India require students to pass admissions tests in addition to passing a final secondary school examination for entry into a college or

university. Fun fact, India is the third-largest hub of the education system in the world.

Pros of Higher Education in India:

India has progressed at a rapid rate in terms of higher education figures. There were 659 Universities and 33023 colleges up to December 2011-12. Much of the progress achieved by India in education has come from the private sector. The public and private sectors are not against each other but they are working simultaneously to improve the education system in India. Indian higher education system is growing very fast irrespective of various challenges and with the help of new-age learning tools and technology, a country like India can overcome these obstacles and bring a greater shift in the country's higher education sector.

There are opportunities for strategic engagement in higher education leadership and management at the state level. India's government should exploit its resources to collaborate at the national and international levels in areas of quality assurance, international credit recognition, and a unified national qualifications framework.

Cons of Higher Education in India:

The Gross Enrolment Ratio of India in the higher education sector is only 15% which is quite low compared to the other developing countries. With the increasing number of enrolments at the school level, the supply of higher education institutes is insufficient to meet the growing demand.

Most of the educational institutions are owned by political leaders, who are playing a key role in governing bodies of the Universities. They are using innocent students for their selfish means. Students organize campaigns, forget their objectives, and begin to develop their careers in politics

Shortage of Faculty and the inability of the Education system at the state level to attract and retain well-qualified teachers have been posing challenges to quality

education for many years. Large numbers of NET / Ph.D. candidates remain unemployed even though there are a lot of vacancies in higher education, these deserving candidates are forced to apply to other departments which is the biggest blow to the higher education system.

Accreditation: As per the survey done by the NAAC (National Assessment and Accreditation Council) in June 2010, not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only a few universities and colleges were found to be of quality to be ranked at the 'A' level.

Suggestions to improve the system:

The role of Education is undeniable as it builds a world view and the coexistence of several world views. It prepares us for the various challenges in life, jobless situations, and the relevance of everything around us.

There is a need to implement an innovative approach from primary to higher education level to make the Indian educational system globally more relevant and competitive. Education should enable students and teachers to understand and grasp the impact of technology and digitization on their opinions and views through the flood of information and opinions on the internet.

There is a need to focus on graduate students by providing them with courses in which they can achieve greater excellence, and gain a deeper knowledge of the subject so that they get placed in good companies which would reduce unnecessary rush to higher education.

The education system should encourage interaction, innovation, and out-of-the-box thinking. The education system should be made more flexible from primary to higher education where students are free to enter and exit at any time.

Universities and colleges in both public-private must be away from political affiliations, and favoritism, the money-making process should be out of the education

system, etc. The Indian education system needs to customize the training because it is meant to be only for one boy, but it is valuable for everyone. In every event, not everyone should be matched to a large instruction scheme. Others have been teachers of visual art; others have been teachers of music. A few children adapt quicker, and some moderate. The schedule should be planned so that each student's capacity is distinguished and spurred.

The system of evaluation should test the following abilities or outcomes of learning at the UG and PG levels. Ability to appreciate and practice democratic values, social justice values, and human values; Understanding and grasp of domain area knowledge, Application of domain area knowledge in real life; Analytical and critical thinking based on issues arising within and outside the domain knowledge; Problem-solving abilities, ability to think interrelated aspects of knowledge and its application in a larger context, ability to articulate, communicate, in written and oral form ideas, viewpoints, and solutions of problems effectively to all, ability to appreciate and practice democratic values, social justice values, and human values; Ability to reflect, adopt, adapt and change as the situation demands. This outcome of learning should be part of the Indian national education system.

2.4 PROBLEMS IN INDIAN EDUCATION SYSTEM

The educational landscape in India is constantly changing. Since the beginning of the pandemic, it has gone through its fair share of ups and downs. The segment has been walking the route to recovery and growth, nevertheless, thanks to its resilient strategy. Parents know that every child's foundation is built on their education. Reshaping their behaviors, preferences, talents, and mindsets alters a person holistically. So, everyone wants the best education system, the best school, and the best teachers for their kids.

The Indian Education system is rigged with many challenges that have recently come to light when the Covid-19 virus crippled the industry. Amongst other things, the lack

of practical subjects, training, and the option for students to choose from more versatile subjects are the biggest issues and challenges in education today.

2.4.1 Top 5 Problems in Indian Education System

We can develop the Best Education System in India by abolishing the following factors:

1. **Lack of a budget**

Early schooling required students to physically travel to and attend classes. This entails incurring costs for the facilities and infrastructure that the school would have to offer to its students. Even the students would have to spend money, time, and effort on the daily drive to school. Many students are not been able to get the proper education, due to the lack of budget. The government has launched many schemes to ensure that every child has the right to education. On the other hand, educators have been able to overcome all financial and geographic limitations, owing to advanced technology. Though getting a proper internet connection and devices is still a challenge for many. Hope we will overcome this problem soon.

2. **Too much Pressure on Grades**

In the education system in India, a student's intelligence and performance are thought to be mostly determined by their grades. Additionally, extracurricular activities are viewed as a detour from academics. This thought stems from the idea that only professionals like doctors, lawyers, engineers, and chartered accountants are good and everybody wishes their child to become one of these. To achieve that, one has to get 99.9% in India. this shouldn't be the case; students should be encouraged to follow their hobbies and make a career in the same. Music, art and to be named a few.

3. **Too much competition**

In a perfect world, a student with a score of at least 90% would be regarded as intelligent. This viewpoint needs to alter, though. A student who had a lower score might nevertheless be intelligent and competent. A student's IQ cannot be determined by their grades. By altering the way exams are administered, technology could be able to address this problem. Tech solutions are now assisting in improving communication skills, and teaching and testing practical knowledge. They are also engaging students in extracurricular activities in place of hour-long exams that are once again focused on theoretical aspects.

4. Not Focusing on Overall Growth

One of the biggest challenges of the Indian education system is that it is built to impart knowledge, theoretical mostly. Remember algebra? We all knew we would never use it in life, yet we had to study it because the system thinks it is important.

However, by emphasizing the students' overall growth, ed-tech platforms are assisting in resolving this problem. Today's educational methods, made possible by technology, emphasize hands-on learning, practical experience, and the development of soft skills in addition to topic knowledge. "Educational experiences can now be tailored and individualized to meet the needs of a specific child. In the conventional school system, this was not possible."

5. Lack of Training

The Indian educational system is notorious for its emphasis on machine learning. A lot of theory goes into it. The requirement to know the letters, numerals, and such before entering education has become so widespread that it is practically a prerequisite. A child's value is determined solely by how well they can recite the correct responses verbatim once they are admitted.

This indicates that educators prioritize theoretical knowledge over experience when designing curricula. Unfortunately, it's not uncommon for people to neglect using

visual resources and examples of how their ideas would work in practice. So, everyone who made it through elementary school knows that mitochondria are the cell's energy generators, but few can also file their tax returns.

Similar problems and difficulties can be found in higher education as well, specifically with degrees that require only theoretical knowledge and no real experience to obtain.

Technology can be used to make lessons more interesting and engaging for students, which can help them retain more of what they learn. If this occurs, students will benefit from a balanced curriculum of theoretical study and hands-on experience. Training classes, seminars, and practical topics are all important additions to a college education, but so are the employability skills that students gain from these experiences.

2.4.2 What's the Way Forward?

The finest education system in India can't be built until parents, educators, and politicians relearn some long-held beliefs. The new education policy established in 2020 is aware of these problems and seeks to eliminate them by incorporating more useful subjects, incorporating more flexible subjects, and allowing students the freedom to select the best curriculum for themselves.

Parents need to realize that their children's education and the process of learning are constantly evolving. Online education has gained popularity as a result of technological advancements, and education as a whole is getting better. Despite its promising future, India's rapidly evolving educational market is not without its challenges.

With the help of one another, ed-tech platforms are removing any roadblocks that may stand in the way of the education industry. It aids in making education more interesting and exciting while emphasizing all aspects of growth. "The issues

plaguing India's educational system are, it is hoped, amenable to the technical innovations made possible by online education."

2.5 DRAWBACKS OF THE INDIAN EDUCATION SYSTEM

Poor Grading System:

The Indian Education system judge students based on their academic performance and not on their overall performance. This affects those students who are not that good at specific subjects. The focus is only on the theory subjects, which doesn't allow a student to look beyond the main subjects that he or she chooses.

Less Attention to Practical knowledge:

While theoretical understanding of any subject is important, it does not play a major role when it comes to implementing these ideas in the real world. This practice makes them perplexed when the students go out in the real world due to a lack of practical knowledge.

Mugging Up:

It is often seen that students just mug up the formulas and theories without actually understanding them. This is because less attention is given to the understanding part before moving forward to solving any problem.

Due to the huge syllabus and less time, students usually mug up to get marks. Even teachers in schools and colleges expect students to write the exact definition given in the textbooks. This does not allow the students to think outside of the box.

Logical and analytical thinking is not promoted, and also students are not encouraged to develop opinions. This is also because the Indian Education system focuses more on scoring good percentages rather than actual comprehensive evaluation.

Not able to choose a variety of Subjects:

Students in India do not get the chance to choose different subjects from different streams. For example, a commerce student cannot take Biology even if he is interested. This is because the education system has segregated the streams based on subjects.

Also, there are not enough subjects to choose from according to the student's choice. This is the reason that students fail to get admission into colleges, and they keep trying only in one direction, as they do not have much knowledge about the other fields.

Quality of Teachers:

Though India has a lot of experienced teachers, schools in rural areas still face scarcity when it comes to the quality of these teachers. A lot of these teachers are not experienced and qualified enough to teach the students which sometimes leads to losing the basic demand from education.

Teachers at government schools are getting salaries, but still, only a few take their profession seriously. This results in poor education for the students.

Problems with Private Schools:

Private schools are more interested in the number of students who take admitted rather than focusing on the quality of their education. There are times when the classrooms are full, and thus the teacher is not able to focus particularly on one child. Due to this, though education is given to a lot, there are only a few who truly takes it in.

No value to education:

Especially, in rural areas, most parents are not interested to send their children to schools to get basic education, as they are illiterate so they don't know the importance of education. Since childhood, they believe in earning money and send their kids far away for earning. Besides, there is no space for creative learning and thinking and students are always bound to a specific syllabus and are not encouraged to better learning so that they get jobs in the future.

Lack of funds and quality teachers:

In Indian colleges, there is a lack of funds and infrastructure. Many colleges don't have enough funds to enhance the quality of education and hence lack the infrastructure facility, teaching environment, and quality teachers. Infrastructure facilities at schools and colleges across rural areas provide a very poor quality of education. There is a great lack of good and trained teachers. Teachers are not paid adequately, as they are not much qualified so they don't do work with interest.

No overall development:

In India, we give more importance to marks and not to overall development. Less focus on extra-curricular activities is also a reason why students going to college are not ready to face the realities. This is also the reason why after college, when students sit for the placements, they are not corporate-ready to face the world.

With more importance given to marks, students do not get the chance to focus on their weaknesses. Soft skills are important in a person's life because, without them, degrees hold no value, especially in the competitive world that we are currently preparing our kids for.

2.5.1 How can we improve the Indian Education System?

Improving the grading system should be the primary importance. Rote learning should be avoided. At the same time, students should be given practical knowledge.

The curriculum should be framed according to the present needs of the world. There have to be changes in the system for the employment of teachers and faculties.

Teachers and faculties should be given proper training. The government and other entities need to understand the importance of quality education. The overall development of a child has to be considered, and importance should be given to bringing out a total holistic development of the child.

Education plays an important role in the development of an individual, which further helps in making him or her a responsible citizen. It is education that helps in building responsible citizens who act as an asset to the country. An educated person is aware of his or her rights and does not tolerate anything wrong happening in society, which helps to fight injustice in society. Every individual has the right to education, and thus a proper education system is a must for any country.

2.6 WHY EDUCATION RENEWAL

Many things point to the need for meaningful change in education. Change around the world is driven by exciting new research on how the brain works and how people learn. Learners must not only develop what they know, but also skills, attitudes, and values that will help them be capable people. For this to happen, they need to actively take part in their learning and be motivated by it.

We are in the Information Age. The new technology that supports learning is also driving change. New tools allow students to connect with others all over the world. A mountain of information is easily accessible with just the click of a button. The teacher no longer holds all knowledge. They are now a critical coach, showing students how to select, work with, add to, and apply information in meaningful ways.

Many education systems are feeling challenged in having to prepare students for today's fast-changing world. People everywhere are grappling with how to engage

students in their learning. Students must develop the knowledge and skills for today and tomorrow's workplace, further education, or training.

2.6.1 Why It's Time for Indian Education System to Change?

Students are stressed. Parents are stressed. Teachers are stressed. Rote learning, unnecessary pressure of finishing the syllabus, and inadequate training of the teachers have resulted in the collapsed education system in India.

Remember when Gurus sat around the tree in the open and students learned by doing and experimentation?

Those were the golden days when a lot of scientific discoveries were done and students are more inclined towards finding new answers.

The British rule brought in an educational system where teachers were asked to transfer specific information and students were expected to learn it.

It's 2019 and we are still stuck with what was implemented more than 100 years ago. It's time for the Indian education system to change because we need to upgrade our teaching methods and keep the student at the center of learning.

Reasons why the Indian Education system needs a makeover:

1. Unhealthy Competitive Nature

Since primary grade, knowingly or unknowingly, teachers and parents encourage students to compete with each other in terms of marks. Celebrating the student getting the highest grade or even making it a discussion point makes the rest of the 'average' students feel left out. It is ingrained in the minds that either you get the top rank or nothing at all.

We forget that the best inventions or discoveries are done by so-called 'average' students. We need to get out of this rat race and celebrate each student's uniqueness, kindness, and contribution to society.

2. Untrained teachers

Rote learning is not the right way to instill lifelong learning. We know that now! The syllabus has been changed and various new methodologies such as project-based and activity-based learning. These methodologies are highly rewarding given that the teacher's guide the students through the learning process.

These methodologies are complex in nature and it has been assumed by the system that they would know how to go about teaching with the help of these methodologies.

The result is chaotic and the opposite of what was intended. The teachers are not trained in conducting the activity in a class full of students and the students are lost most of the time.

The responsibility of completing the project or activity comes on the parent and the child is again left out of the learning process.

3. Heavy curriculum

The curriculum followed by the Indian educational system is book-driven. Most parents feel that the teacher must cover all the exercises in the book or else the child won't learn what he is supposed to learn in that specific grade.

Also, the curriculum is designed to fit all types of students. A slow-learners and the average student is expected to learn the complex concept as effortlessly as a student who aces all subjects. The current curriculum does not allow any room for taking time to get all students to come to a common level.

4. Outdated curriculum

How many times have we said, 'Why are we learning this?' or 'What is the use of this concept?'? We are following the same curriculum that was relevant a few decades ago. The students can't connect to the learning material, thus creating a knowledge gap. The curriculum should be such that it keeps abreast with the changing times while preparing students for the unforeseen future.

5. Relevance to the job market

The knowledge gained by the students today might not be relevant to the job that they have tomorrow. The Indian education system still emphasizes cliched streams such as engineering and medicine. The job market has changed drastically, thanks to the constant innovation of technology. Yet, our current curriculum does not prepare our students to be job ready when they graduate.

6. Not enough emphasis on creativity and innovation

The ancient gurukul system encouraged creativity, experimentation, learning by doing, and innovation. The current Indian education system does not have the bandwidth to have students be creative or innovative enough for them to learn these important skills.

If every child is encouraged to participate in discussions, be creative while presenting solutions, or innovate, there is a high possibility that the curriculum won't be done.

As Indian parents and schools gauge the productivity of the school year by the number of syllabi completed, it is nearly impossible to nudge students toward creativity and innovation.

Our Indian education system hardly educates us. Mark Twain once said' I have never let my schooling interfere with my education. The curriculum followed by the Indian

schools should be able to produce future-ready students and not some learning machines.

2.6.2 What Needs to be Changed for Quality Learning?

Nearly a quarter of India's population is at the age of attending school and college and the question of quality learning is always there with such a huge population. Keeping this into consideration, several measures have been taken by educational institutions to enhance the quality of education in India. Our current contribution to the education sector is 4.6% of the GDP and the government is aiming to achieve around 6% of the GDP for education in the coming years.

But still, several other issues need to be taken care of. The literacy rate in India is just 74.04%. According to the 'Annual Status of Education Report 2017', it was assessed that about 25% of students in the age group of 14-18 years could not read basic text fluently in their language, and more than half faced challenges in performing basic arithmetic. This shows the lack of quality education.

We have established several IITs, IIMs, Law schools, etc. and students are even scoring 100% in their class 12 results, then what are the changes that are required in our education system? Following is the list of measures that need to be taken to improvise the education system in India:

1. Encourage Research Work

Many times, our education system fails to reward the person who deserves the highest academic accolades. That is why we need a provision that will recognize the original contribution. This would help in changing our education system at a better pace. This will encourage more research and innovation work.

2. Introduction to Different Opportunities

We are still living in a world where the science stream tops the stream hierarchy. The intelligence of a student is judged based on the stream he has selected. They should be introduced to various other career options and their choices should not be made limited to just the science and commerce stream. There are around 2,000 courses on the SWAYAM portal, students can easily access them to learn new concepts.

3. Smart Educators

In today's fast-changing world, we do need smart educators as well. We need leaders, and entrepreneurs in teaching positions, not salaried people trying to hold on to their mantle. In India, schools are investing up to 20% of their budget in teacher and administrator training. Teachers play the most important role in a teaching institution; hence they should be given the best training.

4. Technology Trends

There should be a massive technology infrastructure for education. The outdated models of brick-and-mortar schools and colleges now need to be replaced by efficient educational delivery mechanisms that can take the wealth of human knowledge to the masses.

5. One-to-One Education

In such a diverse nation like India, how can we expect the absorption power of every student to be the same? We need to realize that one teaching method cannot be beneficial for everyone in a class of 30. Some can learn at a faster pace and some at a slower pace. So, we do need personalized learning in this respect. For this, we can implement some the technologies like artificial intelligence and chatbots which can help teachers in giving education to the students effectively.

6. Irradicate Reservation

22.5% of the available seats are reserved for the SC and STs in central government-funded higher education institutions. In India, education is not available universally and reservation is a major issue here.

To emerge as a country built on a knowledge economy, driven by highly educated people, we do need to make the best education so universally available that reservation will lose its entire meaning. For example, Online education does not have any reservations because it scales. So, this is the best way to get rid of the reservation and make it inconsequential.

7. Co-Curricular Activities

Co-Curricular Activities not just boost confidence but also enhance the experience of a student. There will be an increase in the child's capacity to emphatically confront practical situations shortly. They instill various skills like leadership, sportsmanship, teamwork, practical solidarity as well as productive thinking.

8. Allow Private Capital in Education

The central government spends about 4% of its budget expenditure on education, compared to 40% on defense. It is because historically the government did not have enough funds to open new schools and universities in the nation. And private investors are not much into the education sector because profit-making is not allowed here. But if profit-making is allowed then this will encourage serious entrepreneurs, innovators, and investors to take interest in the education sector.

9. Purpose of Education

People consider education to be just about becoming a big, rich person. But this is not the case. Students should be taught about the real purpose of education. Life is much beyond money and our success can't be measured in terms of how much money we have.

10. Emphasize Skills rather than Marks

'Marks are just a number' But still, our education system is more geared towards teaching and testing knowledge at every level instead of teaching skills. This, in turn, leads to underperforming students.

'Give a man a fish and you feed him one day, teach him how to catch fish and you feed him for a lifetime.' This means knowledge is above all, however, it is largely forgotten after the semester exams are over. The schools must lay their emphasis on conceptual learning rather than rote learning. This will enhance the retention rate of the education imparted.

If we start implementing these measures then we might make a difference to our current education system. Change is inevitable and we need to change according to time. We have started taking education above the mediocre level that we have been engrained with and soon we will have the best education system in the world.

2.7 SCHEMES AND CAMPAIGNS TO BOOST THE EDUCATION SYSTEM IN INDIA

Given below is a list of Government schemes introduced to enhance the education system in India:

Sarva Shiksha Abhiyan – Launched in 2001 to promote 'Education for All', strengthening the existing infrastructure of schools and construction of new schools. To know in details about the Sarva Shiksha Abhiyan (SSA), visit the linked article.

National Programme for Education of Girls at Elementary Level – It is a focused intervention of the Government of India, to reach the 'Hardest to Reach' girls, especially those not in school. Read more at Elementary Education: Moving Towards RTE And Quality Improvement

Mid-Day Meal Scheme – It is one meal that is provided to all children enrolled in government schools, government-aided schools, local body schools, special training centers (STC), madrasas, and maktabas supported under Sarva Shiksha Abhiyan (SSA). Visit the Mid-Day Meal Scheme page to know more

Rashtriya Madhyamik Shiksha Abhiyan – It is a flagship scheme aiming at enhancing secondary education and increasing the enrolment rate by providing a secondary school within a reasonable distance of every home.

Scheme for Infrastructure Development in Minority Institutes –The scheme would facilitate the education of minorities by augmenting and strengthening school infrastructure in Minority Institutions to expand facilities for formal education to children of minority communities

Beti Bachao Beti Padhao – The scheme to promote girl child education in India. "Visit the Sukanya Samriddhi Yojana page to know more about the BBBP campaign."

2.8 SUMMARY

Not only should everyone have access to quality education, but holistic growth should also be emphasized in the classroom. The current method of marking students requires urgent reform so that children are not made into public spectacles of their efforts. Encourage them to explore their interests, ask questions, and take risks in the early stages of their employment. Technology has the potential to significantly enhance the educational experience. The work appears to be growing simpler with the introduction of audio-visual tools, smart boards, internet material, and linked classes. Interactive learning opportunities are more accessible than ever before to today's students. It's less of a struggle to grasp abstract ideas and memorize information. India needs to immediately begin spending money on more cutting-edge educational practices(and learning). To begin enforcing this at the ground level, the government, educators, and parents must collaborate.

CHAPTER 3

TECHNOLOGY IMPLEMENTATION IN EDUCATION

3.1 INTRODUCTION

According to the adage, "the only thing that's constant is change," which supposedly applies to both work and living in general. Many companies all over the world are currently undergoing digital transformation, which entails the adoption of cutting-edge digital technology instead of antiquated outdated systems and the relocation of their information technology assets and networks to the cloud.

However, introducing cutting-edge tech can be terrifying for businesses due to several factors. This kind of skepticism is reasonable, but embracing digital transformation is becoming increasingly important for any company serious about staying competitive. It's now or never for many people to adapt to modern realities and propel their businesses forward.

The global education system is evolving as a result of the widespread adoption of information and communication technologies. One of the most widely adopted forms of technology in today's educational institutions is the virtual learning environment. The research suggests that the various departments within a company will feel the effects of new technology. Consequently, there are various hypotheses concerning the best strategy for implementing the new system and helping society adjust to it. While technology permeates nearly every aspect of our daily existence, from work to play to home, most educational institutions are still behind the curve when it comes to incorporating it into the classroom. Schools are only now starting to realize the full promise of technology in the classroom. When used effectively, technology can give students a leg up in developing the skills necessary to compete in today's knowledge-based economy. Teaching students how to use computers and specific software

applications are only the beginning of integrating technology into the classroom. When technology use is regular and obvious, and when it helps teachers reach their instructional objectives, we have successfully integrated technology.

Technology has dominated every facet of civilization and will continue to do so for the foreseeable future. It will continually evolve to meet the demands of a dynamic and ever-changing community. Those of us who entered the world in or after 1995, known as the i-Gen, are unable to fathom a world without modern conveniences.

Despite widespread technical progress, it is the educational sector that is most affected by recent developments. Technology has been playing a prominent role at the forefront of education ever since learning and development came into being, right from carving symbols and figures on walls of caves, to Gurukul education where the students were taught the use of the technology prevailing then, to using of artificial intelligence (AI) and virtual reality (VR).

The entirety of the academic system has been revolutionized by modern technology. Education is now accessible to anyone, anywhere in the world, at any time, in any field, thanks to online classes equipped with cutting-edge digital technology. In a school, students can be as strong as they want to be. There is no upper limit on the number of pupils who can participate in virtual classes, unlike in traditional classrooms, which can only hold up to sixty. Whether you're looking to spend nothing or a reasonable amount of money, there's no shortage of learning resources.

Wikipedia reports that YouTube hosts more than 70,000 instructional videos and that many other educational websites host a wealth of informational pages authored by recognized authorities in a wide range of fields.

The existence of technology in the classroom is crucial because it allows for immediate access to knowledge. In today's modern classrooms, smartphones, laptops, and iPads are already commonplace. It is only normal to investigate the potential of

electronic tools for use in the classroom to enrich the educational experience of pupils of all ages.

Learners who are more invested in their education are produced when educators use a variety of technologies in the classroom, including a virtual classroom. The use of technology in the classroom also opens doors for personalized learning plans to be developed and implemented for each pupil.

3.2 HOW TECHNOLOGY IS TRANSFORMING THE EDUCATION SECTOR?

Modern technology has completely altered the entire education system, with technologically enabled classes over the internet has made education accessible to everyone. Nothing is fixed, only the shift is continuous. We know everything will be altered and has been evolving with time. The recognition for the progress of the globe belongs to science. Technology has been altering the character of the world at a fast rate and its impact can be seen in the school system as well. The system of education has been improved in different ways and today, it becomes difficult to even create a comparison with the conventional element of education.

The advent of technology in the realm of education has made it simpler for pupils. Teachers can educate in many creative ways and they can relate to pupils more readily and quicker than before. The classes have become more open unlike before. In today's technologically advanced world, instructors can enjoy a relatively stress-free career. The worldwide epidemic speeded up the process of adopting technology in education. Today, having the aid of technology is a necessity more than an option for school administration, instructors, and pupils. Over the past few years, many educational institutions have also started to include E-learning in their programs. Technology should play a significant role in the classroom. But now, every establishment has to take the help of technology for operating classrooms and

courses. The epidemic has made schooling change for everyone. Classes are no longer taught in physical schools but rather online or in virtual ones. Therefore, it is not inaccurate to state that technological advancements are altering the educational landscape.

Educational technology represents both a process and the particular devices that teachers employ in the course of teaching in their classrooms which refer specifically to the use of technology in educational settings, whether in primary, secondary, colleges, universities, corporate training sites, or independent study at home. On the other hand, the Association for Educational Communication and Technology, (AECT) come up with a universally accepted definition of educational technology as a complex, integrated process involving people, procedures, ideas, devices, analyzing problems, implementing, evaluating, and proffering solutions to problems to ensure purposive and controlled learning.

In addition to the above, Merrill (2002), noted that Educational Technology often uses the term instructional media to represent all the devices used by teachers and learners to support learning specialists in educational technology in colleges and university faculties who conduct research and teach courses in educational technology to prefer to use the term instructional technology because it draws the attention to the instructional use of educational technology.

Perhaps more than anything else, modern technological advances have had a significant impact on the way that Delta State conducts its classroom instruction. Many districts are demonstrating their support for students' and instructors' greater use of technology by supplying them with devices like iPads and laptops, improving access to the internet, and launching initiatives to boost computer proficiency. However, instructors often struggle with effectively incorporating new instructional tools despite their widespread recognition of their advantages. Educators face significant challenges at all levels of school systems when integrating technology,

from the cost of purchasing new technology devices to the time and effort required to modify courses and teaching methods to accommodate new educational tools.

Let's take a peek into the future of schooling and see how different forms of technology are shaping it.

Augmented Reality in Education:

Education in the classroom can be improved with the help of augmented reality. Apps in the education space number in the thousands, and they cover a wide range of topics that are useful to both educators and their pupils. For instance, there are applications like 3D Arts Definition available for use in the visual arts classroom. Teaching is simplified and made clearer by the use of graphic aids.

When using augmented reality, instructors can better connect and converse with their students, leading to better learning results. As time has progressed, augmented reality (AR) has proven to be not only useful for classrooms, but also a requirement, being both affordable and easily available.

Multimedia in Education:

When it comes to educational resources, multimedia is a veritable goldmine for both educators and their pupils. Multimedia is something that we are very familiar with; however, for the uninformed, it encompasses a wide variety of different types of media, including but not limited to audio, video, music, images, and animations. Teachers are now able to instruct their pupils more effectively with the aid of audio, video, and other forms of multimedia.

PowerPoint slideshows, motion, and other similar tools allow educators and students to share their work in more creative ways than ever before. The use of multimedia helps to streamline processes and improves the interaction between instructors and pupils. Online learning makes great use of multimedia.

Efficient Assessment:

Assessment is the cornerstone of education; checking in on what students have learned is crucial. There are two main categories of evaluation: preliminary and summative. No educator's job is done once they've taught their pupils; rather, the onus is on them to evaluate how well they're doing.

Assuring that students are learning and growing from lessons is central to the education process, and evaluation plays a key role in this. Thanks to technological advancements, evaluating student growth is now a breeze. "Teachers can get instant feedback on their pupils' progress with the help of online education apps and classroom administration apps."

E- Study Material:

Earlier, the sources to gain knowledge were teachers and students. The only option available to study extra was the library or just collecting the books from here and there. It wastes their time as well. However, the availability of online study material is an advantage for students. Online study material helps students to get the study material just by sitting in one place. They need not search for material for study in the library. They can access the knowledge anytime and anywhere. It has made it very simple and it offers so many alternatives to students too they can choose from for their ease.

Studying online with e-learning study material motivates students to self-learning and it boosts their self-confidence also.

Artificial Intelligence in education:

Artificial intelligence has emerged as a helping hand to teachers. The grading system was time taking but now technology has introduced the automated grading system in multiple choice questions. Artificial intelligence also recommends improvement on the weak areas of the student.

Instant availability of information:

With technology, learners are only a few clicks away from accessing the ocean of knowledge and information. They can search and find any kind of information on the internet and can benefit from it.

Thus, there is no doubt that technology is changing the face of education.

The effect of technology on the students:

Not long ago, education pertained to reading books and listening to teachers which were boring to many students and tiresome to teachers. Some educational institutes tried to introduce activity-based education which of course motivated the students and increased the interest level to a certain extent, but the effect was not as expected.

Education using modern technology like Augmented Reality, Virtual Reality, and Artificial Intelligence has made learning more collaborative and engaging. An article by Schindler et al., 2017 states that Technological application in education engages the student to involve in high-order thinking, develop communication and discussion, and reflect on the gist of the content. It also enhances digital competency. Another research established that the implementation of technology in the classroom has enhanced the motivation of the student to understand and accomplish the tasks.

Undoubtedly, technology increased the interest in learning by many folds and modern technology helped student improve their critical thinking and analytical skills which is very much necessary to face any kind of challenge. It has not only helped the students to become successful but also to excel. This is not only for schools but also for higher and professional studies.

Traditional teaching versus Virtual teaching:

Marc Prensky [Educational Author 2001] noticed that an average student spends less than five thousand hours reading in his entire life but more than ten thousand hours playing digital and online games. He also stated that the students of the present are no longer the ones our traditional education system was designed to teach.

Other researchers such as Pucel and Stertz [2005], Crowe [2004], and Lu and Gordon [2009], have recognized that the technological education method is more needed than traditional education. The National School Boards Association [2007] recognized technological proficiency as an essential learning tool of the twenty-first century. "A remarkable statement by John Dewey 'If we teach today's students as we taught yesterday's we rob them of tomorrow' sums up the importance of technology in the education system."

Challenges in implementing technology in schools and colleges:

The fast change and use of electronic techniques in the classroom, as well as the growth of the accessible knowledge base, present difficulties that Jung highlighted for conventional classroom instructors. When it comes to integrating ICT into the classroom, the most crucial element is how educators feel about using technology. Not all educators are enthusiastic about using technology in the classroom, they noted.

Moreover, they need instruction in self-improvement so that they can keep pace with developing technologies. Most members of Generation X's teaching staff believe that it is difficult to master sophisticated technological tools, preferring instead the relative simplicity of blackboards. They think learning in a group setting creates bonds of empathy that help students become better people. Although they are not technological novices, the millennial generation's educators simply do not have the

time to keep up with the latest developments. Other obstacles include a deficiency in funding, access, knowledge, support, and time. With technology progressing at an exponential rate, a device purchased today may be obsolete in as little as three months. Upgrading them requires resources, knowledge, and effort.

Many people worry that integrating technology into classrooms will make kids dependent on electronics and less able to interact with others. I-Generation kids are more reliant on their electronic devices than previous generations. Interestingly, even infants less than a year old become more relaxed and focused on the phone's screen. The potential effects on the brain are the subject of ongoing research, but highly intelligent devices are already playing a crucial role.

One positive aspect of modern technology is how quickly children adjust to it. These days, many young people are most interested in learning how to code software. Before reaching puberty, they could have learned, analyzed, and developed a software program. This demonstrates that the human brain is gradually developing the capacity to comprehend computer language. Further, students can find a wide variety of field-specific online social organizations to join and network with people who share their interests. It is not entirely accurate to state that people are becoming less socially adept in modern society because of the rise of group conversations and websites that share information. The only difference is that the technology behind the means of exchange has shifted.

Good electronic media for education may be something that can be accessed whenever and wherever it is needed. It needs to be intuitive enough for the layperson to use with minimal training. It should be very user-friendly, entertaining, and functional even with a limited data plan, and it shouldn't take forever to open. It should also be able to automatically update as newer versions become available.

3.2.1 Reasons for Teachers to Use Technology in the Classroom

Learners in the modern era are adapting to a learning setting that is far more fluid than in the past, and as a result, their methods of learning diverge greatly from those intended by our educational system's architects. The changing requirements of today's digital students necessitate a reimagining of the traditional classroom in light of the proliferation of online education.

To accommodate their growing digital student body, many universities are replacing outdated infrastructure with cutting-edge instructional technology. "We've outlined some of the ways that implementing a student plan that makes smart use of technology in the classroom can boost motivation and performance."

Helps connect students to the real world:

A geology professor takes her students on a virtual tour of Grand Canyon National Park. A history teacher walks his students through the corridors and history of the White House. Technology allows educators to remove the physical barriers of the classroom, offering students a way to connect the curriculum with the real world, and those areas of academic focus can truly enrich the student experience.

Encourages collaboration:

Many educational tools offer a variety of functionalities that promote collaboration. For example, video conferencing tools such as Zoom and Skype provide an easy way for students to hold virtual meetings with classmates from anywhere in the world. With free online storage solutions like Google Drive, students can easily share and edit projects with each other, helping to foster better overall collaboration in both the academic sphere and the world of work.

Prepares students for the workforce:

To thrive in the 21st-century workplace, students need to have more than a working knowledge of certain technological tools, such as electronic calendars, interacting with web pages, teleconferencing, electronic whiteboards, etc. By integrating these technologies into the regular curriculum and ongoing activities, institutions are ensuring that their students are better prepared for the modern office.

Access information more easily:

Technology makes it easier for students to find information quickly and accurately. Search engines and e-books are partially replacing traditional textbooks. Instead of personal tutors, students can get one-on-one help through educational videos – anytime and anywhere – and massive open online courses (MOOCs). Giving students a grounding in using these continuous learning tools enriches their future learning potential.

Supports different types of learners:

No two students learn the same way, but with the right insight tools, educators can address diversity in learning styles and experiences. A Student Insight Solution platform like Blue can provide a detailed overview that is essential in identifying student needs based on real-time feedback. Blue provides centralized insight and an increase in student engagement by allowing instructors to connect and engage with every single student, no matter where they are or what their challenges are.

Adds a fun factor to learning:

Outside the classroom, students use technology in all aspects of their lives. Within the classroom, technology can make learning more fun and exciting. Teaching methods such as game-based learning (GBL) allows instructors to deliver lesson via

interactive games and leaderboards. Who doesn't enjoy playing games? An insight tool such as Blue can be used to gather feedback and critically assess the impact of these gamification efforts, ensuring that you can move beyond the anecdotal and assess how effective these new tools are. Keeping tabs on these efforts is a great example of organizational agility in action.

Teaches students how to be responsible online:

With social media sites galore, most students are already digital citizens. However, by incorporating technology into the classroom, students can begin to learn how to be responsible in the digital world and with their digital actions. The class becomes a microcosm of the broader digital landscape where students can practice how to communicate, search, and engage with other digital citizens.

3.2.2 Pros & Cons of technology in education

Pros:

Technology Using can inspire Young Students: Students can be learning in different ways. Technology can give students a more flexible learning experience and also enjoy online tools. Parents can easily help their children understand the material presented in the classroom. It is also exciting to learn and be motivated. Teachers can also enjoy technology because it offers a lot of tools to enhance classroom learning, communication with parents, and professional development. Technology can help teachers to understand a large time of individual teaching of students. Technology allows students to help work together to better understand the material.

Cons:

Technology can use of Distract Students: Students can more spend time on smartphones and other devices. Top students for students included are social media, television, texting, etc.… A majority of college students bring middle-class students. It allows educators to create more engaging students. If the technology used in

education is more harmful to students and also breaks their concentration. They are not used in education, they are used in playing games, social media, and many more.

Then, technology has become a crucial part of our society. It makes the world a better place. It gave me the skills necessary to integrate my classroom with technology more efficiently. It includes teaching students about new technology. It not only used technology but also the ability to learn new technology. Technology in education has changed education for the better allowing access to unlimited resources, distance learning, etc. Thus, the use of technology in education will bring a drastic change to our education system.

3.3 TECHNOLOGY INTEGRATION MEANS IN EDUCATION

Integration of technology in education simply refers to the use of technology to enhance the student learning experience. Utilizing different types of technology in the classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate.

3.3.1 How to integrate technology in the classroom?

There is a common misconception that the integration of technology in the classroom can be a financial burden for school districts, but students do not necessarily need their tablets or laptops to succeed with technology. The use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies PowerPoints, games, internet homework assignments, or online grading systems can be difference makers in students' growth in the classroom.

Regardless of where you are at in your understanding and diversity of available technology resources, there is most likely an easy way for you to begin integrating

technology in your classroom. Below are a few simple, practical suggestions on how you might get started.

Managing your course content:

From developing student assessments and designing engaging assignments to creating and managing course content, teachers will find online platforms such as Classcraft, Schoology, and Moodle very practical and useful. Teachers can choose to share an online calendar for project management and other tasks, and both students and teachers alike can also organize and improve their note-taking skills with apps like Evernote.

Classcraft, in particular, is a good option if you want to add a bit of creative fun to your classroom. Taking your existing lesson plans, you can create your own 'quests' (or borrow from existing ones) for students to embark on in a colorful role-playing world. They'll earn rewards along the way, develop long-lasting connections with your course material, and come to class excited to learn.

Creating multimedia presentations:

For student presentations, millions of educators and students have already discovered and successfully integrated multimedia programs such as Prezi, Google Slides, and Keynote.

If you'd like your students to record video presentations instead, you can have them use free recording software like OBS Studio and edit their videos with Lightworks, VSDC Free Video Software, and plenty of others. This will help spark some creativity in your classroom beyond just written assignments and cookie-cutter PowerPoint presentations.

Anyone can share their projects with a variety of devices by using Nearpod, and students can also create videos for those projects using programs like Windows Movie Maker or Animoto. Teachers and students alike can poll their audience with

Socrative, Mentimeter, and Poll Everywhere, and can liven up class discussions by interacting with TodaysMeet.

If you are in a situation with limited digital media hardware, there are still many options for integrated technology. If you have just one computer per classroom, for instance, consider having students take turns using programs like Audacity. Once each student has had a turn to record their story, they can listen to each other's recordings by copying them onto a flash drive or uploading them to the class website or iTunes.

PowerPoints and Games:

PowerPoint presentations can be used to introduce a classroom concept while providing the opportunity for engagement. Along with the use of graphics and bulleted information, links to videos that accompany the ideas presented in the PowerPoint can be embedded within the slides.

Educational apps in the classroom like Kahoot can be used to review information after a lesson or unit. Teachers can create and share Kahoots while students can create anonymous user names to participate in the game. This allows for whole-class participation from students who may usually be reluctant to participate in class. Kahoot is accessible to play on phones or computers and teachers can determine if they want students to work independently or be assigned to teams.

Arranging email pen pals:

Pen pals have been around for decades, long before the digital age. The concept is simple: A teacher in a different part of the country (or world) partners with you and your students to exchange messages. Each student is assigned a student from that other class and trades messages with them.

Before computers became commonplace, teachers used pen pals as a way for students to practice penmanship and learn about kids from other geographical — and many times cultural — areas. With email, the possibilities are only limited by your imagination. Students can work together on the same math problem, write a story together, interview one another, or exchange pictures and videos.

You can even integrate live interaction using Skype in the Classroom, Slack, or Google Hangouts. You may find this activity particularly enriching for social studies or foreign language classes.

Publishing student work online:

Today, students can display their work in any given area using portfolio templates, websites, or other digital media. What students don't or can't post themselves, teachers can do for them with minimal effort. For those who can participate, this is an excellent way for students to stay motivated by taking their work with them outside of the classroom.

Publishing student work online, in whatever format you choose, is flexible because it allows students of any level or ability to contribute. Naturally, your comfort level and knowledge of any given digital media tool will vary. If you're not a novice, it won't take you long to expand your skill set and provide more involved opportunities for students.

Consider tackling the creation and maintenance of a class blog or wiki. The benefits include peer collaboration, collective responsibility, and communication practice, to name just a few. Kidblog and Edublogs allow students to write about anything — topics of their own or ones that you've assigned. Of course, nothing is published until you have approved. Students are also able to comment on each other's work if you choose to allow that.

Screencasts provide an opportunity for students to work on assignments while having your pre-recorded video explanation and direction available to them from anywhere, either in class or at home. Teachers also use screencasts to offer feedback on student work. If you're looking for an easy-to-use screencast tool for your classroom, check out Loom. You simply record a video (face cam optional) and share the link with your students — others won't be able to see it.

Podcasts can serve the same purpose and are a good option for language arts and communication classes. You could have your students listen to a podcast on a subject (again, either one that interests them or that you've pre-selected) and then write a summary response. They could even record a video or audio response to practice their speaking skills.

Online grading Systems:

Communication is a key element in education that helps teachers, administrators, parents, and students recognize a student's strengths and areas for improvement. Online grading systems such as PowerSchool open and facilitate lines of communication where teachers can post grades, analyze student attendance patterns, and manage transcript data.

Hosting a 'game show' using PowerPoint:

One of the practical perks of using technology in the classroom is access to an endless supply of fun activities that your students will love. PowerPoint is still alive and kicking, and used for more than just presentations. There are many templates available online for replicating game shows. You can easily adapt these to suit your needs, like holding a class review session for an upcoming test. With a simple Google search for 'PowerPoint game show templates' or something similar, you'll easily find free templates for classic games like Wheel of Fortune, Jeopardy, the Price Is Right, and many others.

Internet Homework Assignments:

Posting homework assignments online (via learning platforms like Blackboard, Brightspace, and Moodle) is one way many teachers can begin to integrate technology into the classroom. Assignments are easily accessible, which can increase student engagement and help students become more organized.

Online writing and website creation:

Choose an appropriate topic for students to write a blog using TeachHub, WordPress, Blogger, or one of the many other sites. You can design a template that guides students as they write or teach them how to make a template on their own. You can also use Twitter as an excellent summary tool. Because Twitter only allows 280 characters, you can ask students to tweet you a summary of a concept, rules for a project, an objective for an assignment, or anything you'd like.

If you're looking for something a little bit more involved, you can engage students in designing a classroom website page by creating a template for them to follow. Wix is a great resource that offers free and paid plans for creating websites. Depending on your needs and personal preferences, there are also other website-building platforms to choose from, including Weebly, Edublogs, and WebsiteBuilder. You can also create writing templates to allow students to collaborate and share their stories easily through Google Docs.

Listserv:

Software such as Listserv allows parents to manage and organize their emails. Parents can receive updates from teachers about important announcements, newsletters, and discussions that keep frequent lines of communication open.

Classroom Tablets:

For classrooms that are fortunate enough to have tablets for students, technology can allow teachers to implement differentiation throughout instruction. Students can work at their own pace during assignments and teachers have the opportunity for one-on-one instruction.

3.3.2 Integrating technology: Assumptions to avoid

Given all of the ingredients of technology integration mentioned above, only one question remains: How? How will you combine and coordinate the use of technology in your school or classroom?

Perhaps the most prominent challenge that teachers face in becoming active disciples of the digital age is themselves. Many teachers hinder their success in integrating technology by subscribing to the common misconception that their students are innately skilled in understanding and using technology. Although this may seem to be true sometimes, it's not.

'Digital native' and 'homo zappiën' are labels that get thrown around too often — they mischaracterize our younger generation as having some predisposition to effortlessly master technology. Marc Prensky conceived the term 'digital native' in his 2001 article titled 'Digital Natives, Digital Immigrants.' He described a digital native as someone raised in the digital age and born after 1984. A 'digital immigrant,' then, is someone older who has come to learn technology as an adult.

What's most important to understand is that there is no such thing as a digital native — it's a myth. We are all fundamentally the same when it comes to acquiring technological knowledge and skills, and while exposure to technology tools certainly has its influence, you're better off avoiding these presumptions. The fact is that the majority of students still require monitoring and guidance as they use digital tools to learn collaboratively and independently.

3.4 STRATEGIES OF IMPLEMENTATION FOR AGE GROUPS

The benefits of technology can enhance any contemporary classroom. However, the way technology is implemented and used in classrooms of various grade levels and content areas will differ.

Ways to Incorporate Technology in the Elementary Classroom:

For younger students, technology can be used to build fundamental skills to prepare them for future independent learning. Students can use interactive games to reinforce math, spelling, phonetic, and reading skills. Sites like Spelling Training permit students or teachers to upload their word lists to practice word pronunciation and create interactive games. Parents can also use these sites to exercise fundamental skills beyond the walls of the classroom.

Using Technology in the Middle School Classroom:

As students begin to take steps to transform into independent thinkers, they can use technology to develop basic life skills. Students at the middle school level will gain independence by having different teachers for each subject. Using technology to acquire skills such as conducting research can be applied to any content area. Websites like Easy Bib guide students to find credible sources through a variety of search engines and teach students to correctly cite those sources to avoid plagiarism.

Technology in High School Classrooms:

Once students reach their secondary education, they can discover ways to use technology that can be beneficial for college and career development. Familiarization with Microsoft Office and Google Drive teaches students to make spreadsheets, slide show presentations, and share documents where they can receive fluid feedback on

their work. Many careers use these elements of Microsoft and Google to organize information and collaborate between colleagues or clients.

3.4.1 Why is it Important to Integrate Technology in the Classroom

Teachers often find success when they present the opportunity to use technology in the classroom. There are various benefits and effects when technology is used for educational instruction and some may argue that not all of the effects are positive. Having an infinite flow of information and entertainment available at any given time could be seen as a distraction, but if technology is integrated into the classroom with routines in place that are monitored or assessed, the pros of using technology in the classroom outweigh the cons.

Prepare students with life skills:

Technology has become its form of literacy because of how often it is used in everyday life. Many careers use at least one aspect of Microsoft Office or Google Drive daily: balancing budgets on spreadsheets, creating decks or slide shows to be presented, or attaching documents to emails to communicate important information. Allowing students to learn and refine these skills prepares them for life beyond the classroom.

Keeping students engaged:

Active engagement is a key part of any lesson plan. Whether students are working independently or collaboratively, technology engages students because it is interactive.

Helps students with different learning styles:

Not all students learn and retain information in the same way or at the same speed. Technology is an opportunity for teachers to differentiate instruction to modify

information for the appropriate learning capabilities of their students. "The use of technology can also allow students to work at their paces."

3.4.2 Effective Implementation of Technology in the Classroom

People in the modern era are increasingly relying on the internet, television, and other forms of media to fill their need for constant, instantaneous information consumption. As time has progressed, it has become clear that there is a societal shift occurring in how information is gathered and stored. Many people have moved on from traditional sources of knowledge like periodicals and literature, but some still rely on them. The subject of education is one area that has been profoundly affected by technological advancements. Students now have instantaneous access to information, entertainment, and social networking via their smartphones, which is transforming the educational experience. This growth has made it more difficult than ever for teachers to keep up with students' interest in and demand for different types of media without compromising the delivery of content. Teachers today must not only have access to the latest instructional technology, such as Smart Boards but also be able to effectively utilize these tools to satisfy the diverse learning requirements of their pupils. Educational leaders have a responsibility to support instructors of all ages and backgrounds, whether they are experienced or just starting, and to offer them chances for growth and development if they do not feel up to the challenge. The educational practices currently in place "need to prepare students to thrive in an ever-changing technological society," as ChanLin (2007) puts it. It follows that pupils need to be exposed to a wide range of media if they are to thrive in today's information-based, worldwide industry.

How can instructors influence their pupils' perspectives on technology in the classroom when they are having trouble implementing it? When exposed to different methods of instruction, can a teacher's perspective on the appropriateness of using technology in the classroom evolve? How does a teacher's outlook on technology

affect how they use it in the classroom? All the technology in the world won't help instruct kids if teachers aren't trained to use it, so these issues are crucial.

3.5 TECHNOLOGY IN SHAPING THE FUTURE OF EDUCATION

If you want to be at the forefront of your profession, you need to be aware of how technology is changing the educational landscape. This will allow you to create strategies that are optimal for your company and your pupils.

Due to the ever-accelerating pace of technological development, educators must keep abreast of the latest developments in their fields. Keep up with the competition by anticipating how technological advances will change the face of learning.

Education is being transformed in numerous ways by technological advancements. That's because, for one thing, it simplifies education for the masses. Teachers can better communicate with their pupils and give them engaging lessons when they use technology in the classroom. Online classes and games are two other examples of digital tools being used to supplement education.

What types of technology are changing education:

Opportunities exist for digital resources to revolutionize education. One application is in the classroom, where they can enhance students' immersion and facilitate engaging lessons. In the classroom, digital tools can be used for more than just taking notes or sharing material with pupils. More than that, though, students can use digital tools to make models to practice various skills and ideas. Many parts of your schooling could benefit from the implementation of technological solutions. The use of technology in the classroom, for instance, is widely regarded as a key component of effective education. "You and your fellow pupils can benefit greatly from smart technological use in the classroom."

Use Technology to improve your learning experience:

Technology can also be used to create an environment that facilitates learning. For example, computer-assisted instruction (CAS) allows teachers to direct students through interactive software programs, providing a more engaging and interactive learning experience than traditional methods. Additionally, online courses and courses offered through satellite or internet connections offer a flexible and convenient way for students to complete their education without having to leave their homes or offices.

How to use Technology in Your Education:

The use of technology in education has the potential to improve many aspects of your educational experience. For example, using technology to help you learn is thought to be a significant factor in the success of learning. By effectively using technology, you can make it easier for yourself and other students to learn and retain information.

Use Technology to improve your education process:

One of the most important things you can do when using technology in your education is to ensure that the process is as smooth and efficient as possible. This means making sure all steps of the educational process are covered from pre-startup preparations until post-teaching services are available. By doing this, you'll reduce any stress that may come with starting or completing a new school year - something that every student struggles with on occasion!

3.6 HOW CAN SCHOOL SYSTEMS IDENTIFY PROMISING ED-TECH INTERVENTIONS?

There is no single 'ed-tech' initiative that will achieve the same results everywhere, simply because school systems differ in learners and educators, as well as in the availability and quality of materials and technologies. Instead, to realize the potential of education technology to accelerate student learning, decision-makers should focus

on four potential uses of technology that play to its comparative advantages and complement the work of educators to accelerate student learning. These comparative advantages include:

- ➢ Scaling up quality instruction, such as through pre-recorded quality lessons.
- ➢ Facilitating differentiated instruction, though, for example, computer-adaptive learning and live one-on-one tutoring.
- ➢ Expanding opportunities to practice.
- ➢ Increasing learner engagement through videos and games.

3.6.1 Scaling up standardized instruction

One of how technology may improve the quality of education is through its capacity to deliver standardized quality content at scale. "This feature of technology may be particularly useful in three types of settings: (a) those in 'hard-to-staff' schools (i.e., schools that struggle to recruit educators with the requisite training and experience—typically, in rural and/or remote areas); (b) those in which many educators are frequently absent from school; and/or (c) those in which educators have low levels of pedagogical and subject matter expertise and do not have opportunities to observe and receive feedback. The technology could address this problem by (a) disseminating lessons delivered by qualified educators to a large number of learners (e.g., through prerecorded or live lessons); (b) enabling distance education (e.g., for learners in remote areas and/or during periods of school closures); and (c) distributing hardware preloaded with educational materials."

Prerecorded lessons:

It would appear that technology is in a prime position to spread the teachings of highly successful teachers, thereby amplifying their influence. There is promising but

inconclusive data on the effectiveness of taped lectures. In some cases, using brief educational films as a supplement to normal instruction, in combination with other learning resources, has led to improved student learning on autonomous evaluations. For example, Beg et al. (2020) evaluated an initiative in Punjab, Pakistan in which grade 8 classrooms received an intervention that included short videos to substitute live instruction, quizzes for learners to practice the material from every lesson, tablets for educators to learn the material and follow the lesson, and LED screens to project the videos onto a classroom screen. After six months, students' success on individual math and science assessments increased by 0.19 and 0.24 SDs, respectively, but the intervention had no appreciable impact on the math and science sections of Punjab's high-stakes exams.

One research indicates that even less digitally advanced methods can improve learning results, which is particularly important if the standard method of teaching is subpar. A nursery math program in Cordillera, Paraguay was reviewed by Naslund-Hadley, Parker, and Hernandez-Agramonte (2014). The program met four times per week for an hour each day. The strategy reduced the achievement disparity between low- and high-achieving students after five months by 0.16 standard deviations and between students whose teachers had and did not have early childhood education degrees by the same margin.

However, it has not always been effective to incorporate taped content into normal teaching. For example, de Barros (2020) evaluated an intervention that combined instructional videos for math and science with infrastructure upgrades (e.g., two 'smart' classrooms, two TVs, and two tablets), printed workbooks for students, and in-service training for educators of learners in grades 9 and 10 in Haryana, India (all materials were mapped onto the official curriculum). The strategy did not influence scientific performance after 11 months and had a detrimental impact on math success (-0.08 SDs) after 11 months (concerning business-as-usual classes). It adversely affected an indicator of teaching quality by reducing the proportion of class time dedicated to training. For eleventh graders in northern Tanzania, Seo (2017)

compared several configurations of infrastructure (solar lamps and TVs) and prepared movies (in English and/or multilingual) and found that none of the variations enhanced student learning. Though this method of determining influence has been called into question by others, the research does describe impacts from the infrastructure component across variations.

However, students' fundamental abilities improved significantly after receiving comparable help outside of classroom hours. Chiplunkar, Dhar, and Nagesh (2020) evaluated an initiative in Chennai (the capital city of the state of Tamil Nadu, India) delivered by the same organization as above that combined short videos that explained key concepts in math and science with worksheets, facilitator-led instruction, small groups for peer-to-peer learning, and occasional career counseling and guidance for grade 9 students. After school, five days a week, students attended one-hour classes. Ten months later, it had a significant impact on students' fundamental abilities in arithmetic and literacy but did not influence a standardized high-stakes exam taken by 10th graders or on their social and emotional development. (e.g., teamwork, decision-making, and communication).

At least two factors make it difficult to draw broad conclusions from this collection of studies. To begin, all of the aforementioned studies have assessed the effectiveness of taped classes in conjunction with other factors. (e.g., hardware, print materials, or other activities). So, it's conceivable that the effects observed are not attributable to the recordings themselves or to the interplay between the two (see Muralidharan, 2017 for a review of the difficulties of understanding 'bundled' treatments). Second, none of the studies look at the substance of taped classes, even though they all assess them. As a result, it's not hard to believe that the quality of the audio has a major impact on the observed impacts' direction and size. (e.g., the expertise of the educator recording it, the amount of preparation that went into planning the recording, and its alignment with best teaching practices).

Further study is needed to answer three concerns prompted by these findings. There are several reasons why the aforementioned initiatives did not improve performance on high-stakes examinations, including the fact that course content is not always linked directly to standards. As a rule, students in these situations are several grades behind where they should be, and they often need to brush up on fundamentals. It's conceivable that the formal courses are just too difficult for them. The issue of whether or not these initiatives have lasting impacts on classroom methods is another open one. It's possible that teachers can gain insight into how to improve their teaching practices by viewing films or hearing to audio with their students. A related issue is whether or not these initiatives help teachers communicate with students whose first language is not the one used in class.

Distance education:

Additionally, students in outlying regions can gain access to education with the help of technology. The data from these efforts are very promising. Example: Johnston and Ksoll (2017) analyzed the efficacy of a program that used satellite technology to bring live classroom teaching to pupils in Ghana's remote Volta and Greater Accra areas. For this reason, the initiative provided classes with solar cells, a satellite connection, a projector, a camera, mics, and a computer with collaborative software so that students could communicate with a studio in Accra. Students' math results in classes 2–4 and on some early reading activities improved after two years of the intervention, while student attendance and instructional time were unaffected by the program. The writers reasoned that this indicated that the advances in students' accomplishments might be attributable to an increase in the caliber of their classroom teaching. (as opposed to increased instructional time). Naik, Chitre, Bhalla, and Rajan (2019) evaluated a similar program in the Indian state of Karnataka and also found positive effects on learning outcomes, but it is not clear whether those effects are due

to the program or due to differences in the groups of students they compared to estimate the impact of the initiative.

Consider the contexts in which these initiatives were carried out when attempting to draw any conclusions from the findings. The 'counterfactual' circumstances for learning (i.e., what would have happened to pupils in the lack of such programs) were either not having access to education or being subjected to low-quality teaching, both of which have been mentioned as reasons for their success. If a school district is considering implementing a strategy similar to those described in the aforementioned studies, it should first determine how many of its students, or what percentage of its student body, are in a comparable situation. This highlights the significance of determining the requirements of a system before analyzing the data.

Preloaded hardware:

It appears that technology can also facilitate the dissemination of instructional resources. To be more specific, instructional software (like word processors, reference books, and/or diversions) could be distributed with the aid of hardware (like desktop computers, laptops, or iPads). Theoretically, these resources could be subjected to quality assurance reviews (e.g., by curricular experts and educators) and could also rely on encounters with learners for changes (e.g., finding areas requiring repetition).

However, most programs that have given students complimentary desktop PCs, notebook PCs, and even netbooks have failed to take advantage of the aforementioned possibilities. They prefer to build up a uniform curriculum and expect that students will voluntarily use it. However, students rarely use computers for educational reasons, preferring to play games or watch movies instead. Not only have free laptop efforts failed to boost students' math or language scores, but they have also not affected students' overall computer literacy. There may have been some

modest improvements in cognitive abilities as a result of these efforts, but the underlying processes are not well understood.

There has only been one instance of a free laptop project going live, and that was when a group of academics preloaded the machines with corrective software. Mo et al. (2013) evaluated a version of the One Laptop per Child (OLPC) program for grade 3 students in migrant schools in Beijing, China in which the laptops were loaded with remedial software mapped onto the national curriculum for math (similar to the software products that we discuss under 'practice exercises' below). There was a 0.17 standard deviation (SD) increase in arithmetic performance and a 0.33 SD (SD) increase in computer abilities after nine months of training. This research highlights the importance of computer software if a school district chooses to provide them at no cost to students.

However, current research indicates that using computers in the classroom does not improve students' learning outcomes relative to traditional classroom methods. Bando, Gallego, Gertler, and Romero (2016), for instance, analyzed the results of a study that contrasted the effectiveness of providing free laptops and textbooks to 271 primary schools in economically poor regions of Honduras. After seven months, the laptop-equipped students in classes 3 and 6 were performing at the same level in math and English as their textbook-equipped counterparts. Further, even if textbooks essentially become obsolete at the end of each school year, whereas laptops can be reloaded with new materials for each year, the costs of laptop provision (not just the hardware, but also the technical assistance, Internet, and training associated with it) are not yet low enough to make them a more cost-effective way of delivering content to learners.

The data on the distribution of devices preloaded with applications is promising but scant. For first graders in Zambia's Eastern Province, de Hoop et al. (2020) studied the effects of a comprehensive intervention that included the installation of solar-powered energy, the provision of electronic displays and iPads, and the distribution

of supplementary reading materials (lesson plans for educators and interactive lessons for learners, both loaded onto the tablets and mapped onto the official Zambian curriculum). After 14 months, students' results in early-grade reading (0.4 SDs), speaking language (0.25), and arithmetic (0.22) had all improved thanks to the intervention. Students' performance on a regionally administered test also increased by 0.16 points. However, the program's complexity makes it difficult to isolate the factors responsible for its beneficial impacts. To improve students' early mathematics abilities in Lilongwe, Malawi's classes 1 through 3, Pitchford (2015) assessed a program in which iPads preloaded with instructional "apps" were distributed and used for 30 minutes per day for two months. While the assessment did find favorable effects on math performance, the study's primary flaw was that it was carried out in only one school.

3.6.2 Facilitating differentiated instruction

Differentiated or personalized teaching is another area where technological advancements may boost learning results. The majority of emerging nations have greatly increased their citizens' access to education in recent decades by constructing new schools and reducing the financial burden of higher education through the mitigation of direct costs and the offsetting of opportunity costs. These programs have resulted in a dramatic rise in the number of students registered in school but also a widening gap between students' levels of readiness for school. As a result, many students are not meeting the standards set for them based on their school level. This group of students is not likely to benefit from "one-size-fits-all" teaching, in which a single teacher instructs everyone using methods and materials based on what they believe will work best for students in the center (or top) of the performance distribution. Computer-adaptive learning (CAL) and live, one-on-one coaching are two examples of how technology might be used to aid these students.

Computer-adaptive learning:

One of the primary benefits of using technology in the classroom is that it can quickly and accurately determine a student's current skill level, allowing for more targeted lessons and practice. Even the most skilled teacher cannot possibly give each student in his or her class personalized attention at the same time. With this in mind, technology is ideally suited to supplement more conventional methods of education. This application of technology has the potential to improve students' ability to acquire fundamentals and their overall educational outcomes.

Although many recently reviewed software products have been labeled as CAL, many of them depend on a relatively basic degree of differentiation at an early step (such as a diagnostic test) without further differentiation. Below, we define what we mean by "increasing opportunities for practice" and talk about the projects that fall under that heading. Dynamic adaptation (i.e., at each answer or group of responses from learners) accompanies an initial diagnosis in CAL projects, allowing the starting degree of challenge and the rate at which it rises or declines to be modified based on whether or not learners' responses are accurate.

The data we currently have on these types of initiatives is very encouraging. Banerjee et al. (2007) conducted a renowned evaluation of CAL software in Vadodara, in the Indian state of Gujarat, where fourth graders were given access to a computer lab for two extra hours a week outside of school hours and encouraged to play activities that required them to solve math issues. Based on how pupils responded, the complexity of the tasks increased or decreased. After 1 and 2 years of execution, students' arithmetic performance increased by 0.35 and 0.47 standard deviations, respectively. All pupils' performance increased, which is in line with the expectation for individualized learning. Even after the program ended a year ago, pupils who were allocated to it outperformed those who were not by 0.1 standard deviations. Students in Delhi, India from grades 4-9 used computer-aided learning (CAL) software for 45 minutes per day and got 45 minutes of small group teaching in math and language either before or after school. This 'integrated learning' project was recently reviewed by Muralidharan, et al. (2019). The curriculum showed immediate success, raising

performance by 0.37 standard deviations in mathematics and 0.23 standard deviations in Hindi after only 4.5 months. All students improved from the training, but those with the lowest baseline knowledge gained the most relative ground.

There are two major shortcomings in this collection of studies that we've identified. First, to the best of our understanding, none of these programs have been studied concerning their use during the academic day. Consequently, it is impossible to separate the impact of the adjustable software from that of extra classroom time. Second, since most of these courses were taught by local teachers, efforts to isolate the impact of the software from that of the teachers have relied heavily on correlational data. The question of whether or not CAL software can improve the efficacy of school-based teaching by replacing some of the routinely planned time for math and English instruction is a pressing issue at the cutting edge of this field of study.

Live one-on-one tutoring:

One more way in which technology can aid in customization is through live (i.e., in the moment) one-on-one instruction, made possible by recent advancements in teleconference speed and quality and the connectedness of distant areas. Existing studies indicate that this method works best when it is used to tailor teaching, but data on in-person coaching is scant in poor countries.

Possibly because of the dearth of technology and Internet access in low- and middle-income nations, there are almost no studies on the effect of online teaching. With one notable exception, Chemin and Oledan's (2020) assessment of a Canadian university's online teaching program for sixth-grade students in Kianyaga, Kenya using Skype (videoconferencing software) for one hour a week after school to learn English stands out. After 10 months, program participants scored 0.22 standard deviations higher on a speech fluency exam, felt more at ease using technology to enhance their education, and were more open to interacting with people from different ethnic backgrounds.

While formal English texts were used in the coaching classes, and assignment assistance was provided, when possible, it is important to note that teachers were also taught a variety of methods to adapt their instruction to the needs of individual students, including reviewing fundamentals if required. We are unaware of any thorough national-level assessments of programs with comparable goals.

3.6.3 Expanding opportunities for practice

The third potential method in which technology can enhance education is by giving students more chances to apply what they've learned. A common teaching method in many third-world countries is the teacher giving a talk while students take notes. Given the current arrangement, classroom time for drills is severely limited. As a result, students who were confused by their professor's explanations in class have a harder time tackling schoolwork problem on their own. The use of technology that allows students to study material at their speed may be the solution to this issue.

Practice exercises:

By giving students more chances to put their classroom knowledge into practice, technology enhances the effectiveness of conventional teaching methods. In principle, this method could help some students establish a firm grasp of the subject by allowing them to learn by doing. (i.e., by realizing what they may not have understood correctly during the lecture and by getting better acquainted with special cases not covered in-depth in class).

The potential and constraints of this application of technology in underdeveloped regions are reflected in the existing data on practice activities. For example, Lai et al. (2013) evaluated a program in Shaanxi, China where students in grades 3 and 5 were required to attend two 40-minute remedial sessions per week in which they first watched videos that reviewed the material that had been introduced in their math lessons that week and then played games to practice the skills introduced in the video. After four months, the intervention led to a 0.12 SD increase in arithmetic

proficiency. Small to modest effects have been identified in many other studies of treatments with similar goals. However, efforts that differentiate the level of complexity of the content based on students' achievement have repeatedly shown larger impacts. We speculate that students who are several classes behind curriculum standards would gain more from a recap of fundamental ideas from earlier grades than they would from these programs.

There are two major caveats to this study that we can see. To begin, it is unclear which component of most assessed initiatives—instructional films or practice tasks—is responsible for the initiative's success. Peer-to-peer cooperation may have been caught in the aforementioned Chinese program because students were encouraged to seek help from their classmates whenever they became confused by a new idea. There are no studies that we are aware of that attempt to fill this informational void.

Second, since most of these initiatives are done outside of regular school hours, we cannot separate the impact of extra classroom time from that of real exercise time. The importance of this question was first highlighted by Linden (2008), who compared two delivery mechanisms for game-based remedial math software for students in grades 2 and 3 in a network of schools run by a nonprofit organization in Gujarat, India: one in which students interacted with the software during the school day and another one in which students interacted with the software before or after school (in both cases, for three hours per day). The first iteration of the curriculum had a detrimental influence on pupils' arithmetic performance of 0.57 standard deviations after one year, while the second version had no effect. Despite the success of this private school network, this research suggests that computer-assisted learning is no match for traditional classroom teaching.

Several investigations have been conducted in recent years to address this gap. Examining the effectiveness of in-class drills was pioneered by Mo et al. (2014). Two 40-minute lessons per week using software comparable to that of Lai et al. (2013) were mandated for pupils in grades 3 and 5 in Shaanxi, China, and the results were

analyzed. However, the research was limited in its ability to assess the efficacy of replacing computer-based math teaching because the intervention was implemented during already planned computer classes. In a similar vein, Mo et al. (2020) compared two English programs for fifth graders in Qinghai, China: one that pupils learn at their speed, and another that is guided by an instructor. However, this study's main flaw is that the teacher-directed version included several extra features that may also impact success, such as more chances for instructors to offer individualized help to students who were having trouble. Students in Shaanxi, China from classes 4 to 6 were given either computer-assisted software or worksheets with supplementary materials to help them catch up on their schoolwork, and Ma, Fairlie, Loyalka, and Rozelle (2020) contrasted the efficacy of the two methods. While this research provides insight into whether or not extra educational time is more effective when using technology, it does not answer the issue of whether or not school systems may increase the efficiency of instructional time during the school day by replacing educator-led with computer-assisted teaching.

3.6.4 Increasing learner engagement through videos and games

Technology's potential to pique students' interest in lessons is yet another way it could transform teaching and learning. In many educational institutions, students are not given enough time to pose questions and/or participate in class talks because teachers are given more time to lecture. This, in addition to the high student-to-teacher ratios common in developing-country classes, may help to explain why the vast bulk of those pupils is several grades behind. The use of (a) video lessons for self-paced learning and (b) showing tasks as games and/or gamifying practice are two ways in which technology may help to overcome these difficulties.

Video tutorials:

Technology's ability to create novel and interesting modes of content delivery holds great promise for elevating student motivation and retention. Video tutorials designed

for self-paced learning—as opposed to videos for whole class instruction, which we discuss under the category of 'prerecorded lessons' above—can increase learner effort in multiple ways, including allowing learners to focus on topics with which they need more help, letting them correct errors and misconceptions on their own, and making the material appealing through visual aids. By summarizing the material into manageable chunks and addressing frequent misunderstandings, they can improve students' grasp of the subject matter.

In a more recent study, Büchel, Jakob, Kühnhanss, Steffen, and Brunetti (2020) examined an inactive, after-school distribution of the Khan Academy site to students in grades 3 to 6 at 302 elementary schools in Morazán, El Salvador. Teacher-led normal lessons, teacher-supported Khan Academy lessons, and comparable lessons aided by technological managers with no subject knowledge were used to provide an extra 90 minutes of math instruction per week to the students in this research, nearly tripling the total math instruction per week. (Importantly, the first group provided differentiated instruction, which is not the norm in Salvadorian schools). All three groups also beat schools and classes in the same institutions that did not participate in the initiative. It was unclear to the writers whether or not the impacts differed between the forms of Khan Academy (teacher-assisted lessons performed 0.24 SDs better, supervisor-led lessons performed 0.22 SDs better, and normal teacher-led lessons performed 0.15 SDs better).

These studies add up to the conclusion that educational films are most effective when used in addition to, rather than in place of, conventional teaching methods. Other features of the Khan Academy site, such as tailored teaching based on students' learning levels, have also been shown to favorably impact pupil success, but this complexity has been overlooked in these studies. Learners take an entrance exam, and teachers tailor their assignments to their scores, since the program doesn't offer the customization, we just discussed. The results of these studies do not definitively establish whether the positive outcomes associated with Khan Academy can be

attributed to the software's ability to provide varied tasks in conjunction with entrance exams or to the educational videos themselves.

Games and gamification:

By displaying activities in the form of games and/or urging users to play and compete with one another (via leaderboards and prizes, for example), technology can also increase student involvement. By providing learners with engaging chances for practice and by utilizing classmates as commitment devices, both methods can increase learner incentive and effort.

Few studies have looked at how games and personalization are used in developing and middle-income nations. Recently, Araya, Arias Ortiz, Bottan, and Cristia (2019) evaluated an initiative in which grade 4 students in Santiago, Chile were required to participate in two 90-minute sessions per week during the school day with instructional math software featuring individual and group competitions (e.g., tracking each learner's standing in his/her class and tournaments between sections). After nine months, students' performance on a nationally normed arithmetic test rose by 0.27 standard deviations (SD). (it had no spillover effects on reading). However, its impact on results outside of the classroom was less clear. In particular, the program improved students' openness to using computers for math instruction but worsened their comfort level with mathematics and discouraged them from working together. It is unclear whether the scholastic benefits of the program are driven by the software or the extra time dedicated to learning math, as one of the weekly meetings substituted normal math teaching while the other reflected added math educational time.

3.7 SUMMARY

There can be no doubt that technological advancements will shape the educational landscape of the future. You can make the most of your time in school and get a better education overall by incorporating technological tools into your studies.

In addition, you can save time and make better progress in your studies if you take advantage of available technological aids. In summation, there are many ways in which technology is altering the landscape of education. As a result, it is important to do your study to determine which forms of technology are most appropriate for you.

CHAPTER 4

NATIONAL Vs. INTERNATIONAL EDUCATION

4.1 INTRODUCTION

Choosing between a normal institution and an international one - Which is better, a CBSE school or a school accredited by the state's board of education? There is never an end to the inquiries. The greatest present you can give your offspring is the opportunity for a good education. Some kids are born with a head for mathematics and could go into fields like astrophysics or physics; other kids have a way with words and might do well in public service or leadership. No matter what a child's interest is, if they were not given a proper nurturing environment to thrive, their innate abilities would most likely atrophy, and they might lead an unfulfilled life of mediocrity, not having experienced the true magnitude of potential and the fruits they would have otherwise borne.

Choosing a good school for your kid(s) is a top priority for any parent thinking about taking their family overseas. The majority of nations offer migrant children a choice between local public and private schools and overseas institutions. Both have their advantages and disadvantages, and it can be difficult for a learner to decide which learning environment is ideal for them.

To give their children, the best possible experience in their new country, many expats enroll them in foreign schools, which are private institutions that emphasize cultural diversity and global understanding. The foreign Baccalaureate (IB) program or a curriculum comparable to that of the United Kingdom (UK) or the United States (US) is taught in the vast majority of foreign institutions. These courses are typically taught in English but may offer a program that is different from that offered at local public or private institutions (though certain public schools have an accredited IB

program). In some cases, a foreign curriculum necessitates additional training for teachers.

International school students are mostly made up of other foreign children who share the shared experience of frequently relocating. Depending on one's point of view, this could be seen either as a plus or a minus. On the one hand, the shared situations that migrant kids share allow them to bond with one another. Some might say that sending kids to a foreign school makes it harder for them to integrate with local youth and make companions because they aren't learning the language and customs of their new home.

Educating children in a national school, whether public or private, can help them learn the language and culture of their country and could benefit them for the rest of their lives. In addition to encouraging civic engagement, this choice gives kids the freedom to attend either a neighborhood or a national institution in the future.

The price tag is another factor to think about when deciding on a school. A public-school education in the United States costs nothing for anyone living within its borders, while a foreign education, depending on location and school, can be very costly (note: taking advantage of public education as an expatriate varies from country to country). However, with a higher price tag comes higher demand. Children who are not yet proficient in the local tongue may originally struggle in the country's private and public institutions. The expat's native country or a foreign school's program and extracurricular offerings may be of a higher standard than the host country. However, many advanced nations offer curriculums that are on par with or even surpass those available elsewhere.

Most international families spend significant time deliberating which school is ideal for their children. As a parent, you can learn a lot by taking your kids on a visit to local and foreign schools, setting up meetings with educators, and networking with other migrant parents. A neighborhood Destination Services Consultant may also be

able to shed light on whether or not a company offers moving help. For a kid, the advantages of studying in a foreign country and culture, whether at an international school or another, are virtually limitless.

4.1.1 Importance of Schools

So why do schools play such an important role?

The provision of a good education for students should come first. Whether or not the parents are exceptionally knowledgeable and capable, instructing a kid in even the most fundamental abilities is an enormous undertaking. Teachers in schools have the admirable ability to connect with students on their terms and inspire them to learn.

Children benefit socially from attending school for several reasons. Homeschooling parents can teach their children a lot, but they can't teach them how to interact with others. Your kid may develop social anxiety or shyness as a result of growing up in a small community where he or she has a limited selection of peers from whom to choose. Depriving a child of social interaction is not only harmful but also against the primal nature of humans.

It's not simple to gain admission to a university. School is the best place for a kid to get the kind of organized, step-by-step guide that will help them succeed academically, rather than their parents. A high school transcript is often required paperwork when applying to universities abroad.

Schools are excellent places to acquire values such as integrity and compassion. While it's possible to instill values and views in children through explanation, it's nearly difficult to impart these qualities through direct experience. All of these things are made possible for kids to acquire they're thanks to the opportunities presented by their formal schooling. They help one another, they care about one another, they adore one another, and they harm one another. They become mature, enlightened people as a result of all this.

These are the most basic benefits of educating children. However, deciding which school to enroll in one's offspring can be difficult. There are two main categories of schools, and they are the national and foreign varieties. While most of us are familiar with national colleges, many are clueless about foreign institutions.

4.2 INTERNATIONAL SCHOOL

When it comes to education, an international school fosters a truly global perspective. They educate their students using a worldwide program with English as the main medium of instruction. Among the criteria that must be met for an institution to be recognized as an official foreign school are those set forth by the foreign Association for School Librarianship. (IASL). It is important to verify that an international school is genuine by checking its accreditation status with reputable bodies like the Council of International Schools or the Council of British International Schools. "When it comes to student enrollment, international institutions do not discriminate." For kids of any background, they don't discriminate.

Role of International Schools:

So, what is an international school? As the name suggests, it is a school for the international community. Who is this international community? Well, it's the expatriates–people who are not from the host countries but stay there due to their work. Like international business persons, the staff of embassies, and whatnot. And international schools cater to the children of these people.

The International Association of School Librarianship (IASL) has a set of prerequisites that a school must have for it to be an international school. They are:

Most international schools follow the curriculum of the US or the UK. Even if one of them is not followed, an international curriculum such as International Baccalaureate, Edexcel, Cambridge Assessment International Education, International Primary

Curriculum, or International General Certificate of Secondary Education should be followed.

English should be the primary language or a mandatory language. Like how Hindi is to India, English is to the world. Learning English and then studying other subjects through English would make the world more accessible to children since almost all countries speak it.

The admission must be non-selective, meaning no children should be given partial treatment. If a child is suitable for the curriculum, then he/she is welcome to study there.

It should be accredited by international organizations such as the Council of British International Schools or the Council of International Schools.

Advantages of choosing an international school:

Your child can learn alongside other children from a similar background, whilst also enabling them to meet children of other cultures.

Your child can be taught in a language of your choice.

Your child will receive an internationally accredited education of her choice.

International schools tend to have smaller classes.

Following a standardized international curriculum, like the international British or Cambridge curriculum, means that children can move between schools easily. If the family moves often, which is often the case amongst ex-pat families, then it is

relatively easy to slot into another international school in the next country where they may move.

International schools are generally more accepting of students going away during term time to visit family back home and of the different religious and cultural festivals of their students.

Disadvantages of choosing an international school:

Children who are enrolled in an international school may struggle to immerse themselves in the culture or language of their new country.

International schools are generally more expensive than public schools.

International schools tend to have a higher turnover rate for staff and students. Students tend to move frequently and children may have some hard goodbyes and have to learn to form new friendships and teacher relationships.

There are fewer international schools than public schools so it may be difficult to find an international school nearby to where you live that has space for your child.

4.3 NATIONAL SCHOOL

A national school is financed, administered, and managed by a State. It follows a curriculum that is provided by the government.

With the growing number of international schools, it's normal to be curious about what your child will learn at an international school over a normal national school.

Pros for standards and national curriculums:

- ➢ Practical – provides a framework from which teachers can work
- ➢ Need to know what needs to be taught – guidelines

- Provides for equality of educational opportunity assess to knowledge for all students
- Agreement on broad common principles
- Easier to transfer between schools
- The goal is to ensure vocational and economic success for individuals and the nation
- Less expensive
- Fill political agendas
- The curriculum focuses on basic skills
- Less teacher education with the teacher as a facilitator
- Focuses on observable behaviors, artifacts, and objective results
- Teach the test
- Claims to be the whole curriculum – research-based
- Easy to assess

Cons for standards & national curriculums:

- Student achievement based solely on external tests
- Not every school is the same
- Focus on societal needs as compared to individual
- Focus on the product instead of the process (lack of critical thinking, problem-solving)
- Less professional freedom and judgment, teacher autonomy, teacher as a technocrat
- Focus on a goal or objective without critical conversation as to a relevant authentic purpose
- More competitive on an individual basis – no collaborative effort
- Doesn't realize the complexity of curriculum development
- Values are excluded from subject orientation
- Lack of democratic value without a democratic process
- Lose teachable moments

- ➢ Standards are written and enforced by non-educators
- ➢ Focuses on observable behaviors, artifacts, and objective results
- ➢ Lose student-teacher interaction
- ➢ Lack of creativity

This leads to testing lower-level knowledge, comprehension, and memory emphasis

- ➢ Lose student autonomy
- ➢ Imposed religion
- ➢ Imposed ideologies
- ➢ Narrow scope
- ➢ False sense of democracy
- ➢ Lose community support
- ➢ Usually has a subject matter focus rather than personalize for each student
- ➢ Ignores the process of curriculum development

Are there different curricula at international schools? Do they not adhere to CBSE guidelines? Are there better options for students in international schools? Do the costs exceed the cost of regular school? There is a myriad of questions to be addressed. You'll get answers to the most frequently asked questions about international and national schools in this blog.

Education at school plays an essential part in the growth of children. It is the greatest gift parents can give to their children. Every child is blessed with one or the other talent, which can be nurtured and discovered with the right education. To further develop the inherent abilities of children it is crucial to enroll them in an institution/school that will not just help them improve their existing skills, but also motivate children to explore and learn. A great school can help your child's desire to learn.

Before discussing the differences between the two types of schools, let's look at how a school earns the label of being an international school. To qualify and to be

considered an international institution, the school must meet a list of requirements that have been established by the International Association of School Librarianship (IASL).

The requirements are:

The school should follow the program that is taught in or from the US as well as the UK as well as an internationally based one such as International Baccalaureate, Edexcel, Cambridge Assessment International Education, International Primary Curriculum, or International General Certificate of Secondary Education.

Because English is one of the most widely spoken languages in the world, each school that wishes to be international has English as its main language.

The school should accept students without discriminating and/or discriminating towards any students. The admissions process must be non-selective. That means any child shouldn't be granted any special or partial treatment. All children who meet the admission criteria must be admitted regardless of race, gender, or ethnicity.

The school must be recognized by international organizations such as the Council of British International Schools or the Council of International Schools.

4.4 WHICH ONE TO PICK?

Do you wonder which school can be better for your little one? A regular school or an international one? As a parent, you are on a constant lookout for the best possible platform you can offer to your child. We understand your fear. School education is a powerful tool that you can bestow on your kids.

Not every child is similar as each one of them is unique in its beautiful way. A good institution nurtures their interests and promotes their development in the crucial formative years. A lot of Bangalore schools are adopting this approach of constant evolution.

Education is the key to transforming them into worthy individuals and leading them to a prosperous future that you can be proud of. But! Are all schools putting equal efforts to provide quality and holistic education? Not really.

And it makes it even more challenging to choose the right kind of school for your child. Well, leave all your worries behind as this blog will offer you a detailed comparison between national and international schools.

The role of an international school in your child's development-An International school combines the national curriculum with that of different nations and does not merely focus on the local curriculum of a home country. The curriculum can be based on various international education forums like International Baccalaureate, Edexcel, or Cambridge Assessment International Education. Let's understand its benefits one by one.

Not every child is similar as each one of them is unique in its beautiful way. A good institution nurtures their interests and promotes their development in the crucial formative years. A lot of Bangalore schools are adopting this approach of constant evolution.

Global cultural influence:

When you enroll your child in an international school, they study with a global focus. These schools offer topics of international education and strive hard to build a concrete foundation of cultural understanding. It takes students' learning beyond the classroom and makes them learn about new cultures.

So, if you want your child to study abroad in the future, this kind of school will be a great option as they prepare the students with a global mindset. Top Bangalore international schools offer a world-inclusive curriculum, teach foreign languages and develop an understanding of world matters in children from an early age.

Enriching Interaction with peers:

Children getting their education from an international school can meet kids from different cultures that help them explore a new world outlook. However, there will be many local students, which will help kids integrate with their environment better, besides having a global perspective.

Students hailing from different corners of the world come here to get educated. This enables an egalitarian environment where no particular culture has the advantage of being the 'home culture,' and everyone gets a level playing field.

Better growth opportunities:

Building a solid base of learning in the native country is something all the experts support as it keeps them in comfort. But! Once they get into high school, they have all the opportunities to go abroad to advance their studies. This will make them independent and give them a taste of a different environment than what they are used to.

It allows them to understand the university process and provides bright career scope in foreign countries. In addition, one gets to move out of their immediate mindset and environment to see the world differently.

Different grading systems:

Generally, the most revered schools either belong to a CBSE or an ICSE board. However, international schools not only provide a foreign curriculum to study but uphold an international grading assessment. This assessment method is more on the positive side and is less stressful for young minds.

So, if you are thinking of taking the plunge, then it's time to find some good quality international schools on skoolz.in page. The top Bangalore schools provide a wide variety of school options to choose from so that you can cater to your child with the best education possible.

4.5 DIFFERENCES BETWEEN AN INTERNATIONAL SCHOOL AND A NATIONAL SCHOOL

Higher quality education, more socialization as well as unbeatable career opportunities, and the development of moral qualities such as empathy, morality, ethics, and so on, are just some of the benefits offered by international schools. Since schools aren't something, parents can change regularly, it's best to select the right school from the beginning to ensure that your child won't need to change or meet new acquaintances over and over. Education is the single most important gift parents can give their children. Therefore, you must pick the very most suitable you can for your children.

Children who attend international schools have a higher chance of becoming citizens of the world by being accepted to universities all over the world. The majority of international universities recognize the curriculum used in international schools because the curriculum offers greater exposure and knowledge to the children.

International schools provide an inclusive curriculum for education that lets children learn about different cultures from around the world. Schools in the national system do not provide the same thing since they are more focused on textbooks.

Numerous career options are available for students from international schools which are far higher quality than those available to children of the national school. International schools provide a comprehensive curriculum that encourages students to be brave, curious and experimenting as well as educated and civilized. For instance, CGR International School, Hyderabad which is among the top CBSE schools, has a curated curriculum with the most recent and innovative educational philosophies to ensure that plenty of opportunities for careers are open for students once they are older.

In addition to the students, a strong sense of variety can be seen among the instructors at international schools. A lot of international schools employ teachers from various

cities and states, which allows students to meet people from other geographies. Teachers share their experiences and stories with students to learn from and learn about different worldviews.

International schools are governed by a set teacher-student ratio. The number of students is always lower. As opposed to the national school they do not think that they can accommodate a large number of students in one class. International schools are famous for their high-quality education and personal focus. Because the student-to-teacher ratio is not high each child receives full attention from their teacher.

In terms of infrastructure and facilities, it is impossible to draw any comparison between an international and a traditional school. International schools provide many facilities including a football field as well as libraries and laboratories with well-ventilated classrooms, smart class buildings, and more. CGR International School, Hyderabad offers a variety of libraries and games for children in kindergarten and primary school students. The school also has labs for different subjects, such as Mathematics, Computer Science, Physics, Chemistry, Biology, etc.

The majority of international schools let parents select among the many curriculums that are available such as Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), International Baccalaureate (IB) or International General Certificate of Secondary Education (IGCSE).

Many international schools provide foreign languages such as French, German, Spanish, Japanese, etc. But the majority of schools do not have foreign languages available. Learning a language from young age sharpens children's minds and gives them an advantage over other children.

It's a fact there are international schools that are slightly more expensive than traditional schools. However, when you consider the high excellent quality of education, the facilities, infrastructure, and the many opportunities that are available to students, every cent is well worth it.

The following are the main differences between an international school and a national school:

Interaction with Educators:

Since international schools offer a low student-to-teacher ratio, children receive individual attention and specialized mentorship daily. For example, Kasiga International School, a premier residential school in Dehradun, is recognized for providing enough opportunity for teachers to become acquainted with each student's strengths and shortcomings and to assist them in strengthening the strong aspects and correcting the bad ones. This is why international schools are a popular choice among parents who wish to provide their children with a world-class education. The Kasiga School is committed to providing its students with the most rewarding boarding school experience possible, as well as the finest opportunity to study, develop, and thrive in all aspects of life.

Outstanding Infrastructure and Residential boarding:

There is no denying that international schools have superior infrastructure and amenities to national institutions. Since the majority of international schools are also residential institutions, they seem to offer on-campus student residences that meet international standards, good athletic facilities, specialized technical laboratories, maker spaces, and student study areas. This type of enhanced learning environment encourages youngsters to learn swimming, athletics, music, dancing, art, debate, and research, as well as to develop their technical abilities. The buildings are also well-ventilated, and the libraries include a wealth of books and digital publications. These institutions, including Kasiga Boarding School in Dehradun, are also among the top residential and boarding schools in India, cultivating a culture of concern, growth, learning, and empathy. National schools, on the other hand, provide many of these amenities, but due to the restricted space on which they are built and the constraints

of a restrictive curriculum, they cannot compete with the resources supplied by international schools.

Progression Path to Higher Education at Overseas Colleges and Job Opportunities:

The majority of foreign colleges favor the curriculum developed by international schools. The greatest international schools, like Kasiga International School in Dehradun, give students more options to apply to and get accepted by the best institutions throughout the world. These institutions, the majority of which follow an international curriculum such as the IB or CAIE, ensure that their technique of immersive and hands-on education helps students grow as individuals and cultivate an inquisitive mind. Additionally, they provide cutting-edge facilities that promote future leadership development and professional success. National schools, on the other hand, follow local or India-specific curricula that emphasize grades and provide little too few extracurricular opportunities.

Curriculum:

Your child will not be following a national curriculum if he or she will be enrolled in an international school. He or she will be following a curriculum that students in highly advanced countries use like Edexcel, International Baccalaureate, International Primary Curriculum, and Cambridge Assessment International School. National schools don't offer such options as they follow ones that are strictly mandated by the government.

Facilities:

International schools have advanced and world-class facilities for students. Students will get to enjoy Olympic-size swimming pools, skating rinks, smart classrooms, multiple libraries, and interactive laboratories. All buildings will be well-ventilated and equipped with top-of-the-line educational tools. Each child will have access to

world-class technologies for boosted and advanced learning. National schools are often financed by the government so students cannot expect to experience world-class facilities and advanced educational tools.

Expense:

As international schools use different teaching methods, tools, and facilities, parents who enroll their children in one need to spend more on education. International school education is more expensive than national school education. Some national schools even offer free schooling. Such is not the case with international schools as they require high tuition fees. National schools are the more affordable option when it comes to education.

Language Study:

International schools offer language subjects that allow students to master Japanese, French, German, Spanish, etc with optimum ease. They hire native expert teachers that can fully train your child in mastering different foreign languages. National schools don't usually offer such language subjects.

Global training:

International schools provide a kind of education that prepares children to become competent global citizens. This is why graduates of international schools easily get admitted to foreign universities like Harvard, Oxford, and Yale. This is the case because international schools offer an international curriculum that greatly matches the demand and level of excellence of foreign universities. National schools don't use an international curriculum.

Multi-cultural and inclusive learning:

International school education will allow your child to learn from different cultures. Your child will not be limited when it comes to cultural exposure. International

schools expose students to different cultures from all over the globe. National school education does not focus on this and can only ever give this through passages in textbooks.

4.6 NATIONAL VS. INTERNATIONAL SCHOOLS

Students studying at an international school have the upper hand in getting foreign education and in turn, becoming global citizens. Moreover, many foreign universities accept the curriculum taught within international schools; hence these kids stand a better chance.

Not just the students, but one can easily spot the diverse set of teachers recruited by international schools. When kids interact with teachers across the world, their thinking horizons widen. These teachers bring together a different and enriching experience for the students.

In terms of career opportunities, international schools are far ahead of national ones. This is because its syllabus revolves around making students robust, curious, creative, and experimental, which helps in skill development. For instance, the international schools of Bangalore curate their syllabus based on new and advanced educational techniques.

The facilities and infrastructure of the international schools speak for themselves and require no introduction. Moreover, they cater to the students by providing facilities like swimming pools, advanced labs, new technologies, horse riding, sports, etc.

Suppose you are looking for a school that gives your child an international education and wants him to study abroad. "In that case, international schools are the best option for you." It will give your little one a real-time experience of being a global individual.

4.7 SUMMARY

The conclusion is that foreign institutions are superior to their domestic counterparts. If you want to increase your chances of succeeding in the job market and learning about other countries through exposure to both students and instructors from around the world, then enrolling in a foreign school is the way to go. It's been said that giving a kid a good education is the greatest present a parent can give.

CHAPTER 5

EVOLUTION OF THE EDUCATION SYSTEM

5.1 INTRODUCTION

India's educational system has undergone a slow but remarkable transformation in the seven decades since independence. In 1951, only 18% of the population could read and write; by 2011, that number had risen to 73%. India's education system, with over 315 million pupils, is the biggest and most robust in the world at present.

In 1830, while India was still under British control, Lord Thomas Babington established the contemporary education system by introducing an English language curriculum. The curriculum back then only included standard topics like English, Science, and Math. The relationship between an instructor and a pupil progressed as classroom instruction rose to prominence.

Different organizations began to have an impact on schools in the years that followed. The Theosophical Society of India and the Rama Krishna Mission, both founded in the late eighteenth century, were pioneers in fusing Western educational principles with Indian traditions to instill a sense of wonder and awe in their pupils and gain widespread acceptance of those practices. Educators and thinkers from many different countries collaborated to improve the educational system.

A lot has changed in the field of education over the past half-century. Things have changed, and perhaps not in the ways we would have guessed. There are now many more students, instructors, institutions, and learning resources available than there were fifty years ago. With the help of technological advancements, today's classrooms can be much more engaging places for students to learn. Parental

involvement in their children's schooling has also increased. Women have also made strides forward and achieved more success.

The expansion of the educational system is a common topic of discussion these days. Education in the modern era is often characterized as a period of expansion or possible transformation within the field of education. The very definition of the word is self-evident. Nowadays, students can receive what is known as a "Modern Education" from their classrooms. Thinking, envisioning, and creating are prioritized in today's classrooms. Schools in Noida have shifted their emphasis to hands-on, experiential education in light of the growing importance of such training in the modern workplace. A healthy outlook on accountability is fostered, along with valuable life skills. There is no denying the energizing and motivating effects of traditional education. Nonetheless, developments in the last few decades have altered our time and place. That shift has stoked the fire for up-to-date schooling. Teaching today's youth to think critically and creatively in the face of uncertainty is central to the field.

5.2 HOW EDUCATION CHANGES THE WORLD

Education is not just about helping pupils reach a "higher state of knowledge;" rather, it is about giving them the resources they need to go out into the world and make it what they want it to be.

Education Changes the World of our Students:

Choosing to further your education at an institution is no small matter. In addition to the financial costs of attending school, there is also the opportunity cost of not working while pursuing higher education. A higher earning position with better employment stability is not a given, either. But despite the expense and the unknown, furthering your education is likely to improve your quality of life. Going to college and receiving specialized training in a discipline like nursing or engineering increases your likelihood of achieving your career goals in those areas. Individuals who

graduate from college without a clear plan for their future can do so to find their interests and pursue them. During their time in school, pupils can acquire transferable skills and knowledge. But education also enlarges horizons and exposes us to new points of view, which can modify our pupils' worldview and how they handle it. Beyond that, the people they associate with and make friends with can have an impact on their lives that is comparable to that of what they learn in school. There is substantial proof to indicate that our graduates will enjoy increased financial success, employability, and earning potential. On the other hand, they will undergo significant personal development. Our pupils' lives will be changed irrevocably, and they, in turn, will influence the society around them.

Education changes society:

Our pupils and their families aren't the only ones who are making sacrifices to further their education. We are all contributing to the funding of our educational institutions through our tax money. Higher earnings mean more money in the government's coffers and less money out of them for assistance. Less obvious advantages come with a more informed populace. Through indirect means like improved creativity, efficiency, and human resources, education can boost economic development. In addition, educational institutions have a track record of promoting social good by promoting democratic engagement, social equity, and ecological responsibility. Our educational schools encourage participation in civic life, business, and government, and in the media through the partnerships they foster. Our goal is to inspire our students to develop into empathetic, conscientious, and law-abiding members of society who are also eager to put their newfound knowledge and abilities to use. They will carry these ideals with them into the world after they finish and use them to make it a better place.

Tools for changing the world:

Having concluded that education should equip students with the abilities they need to make a positive impact on the world, I believe it is also important to reflect on what we, as educators, perceive to be these abilities. When doing so, I believe it is important to take into account what is best for society as a whole as well as the preferences of our pupils and local populations. Almost everyone would concur that we should work to improve students' capacities in areas like a conversation, analysis, teamwork, and problem solution. In reality, I've dedicated some of my studies to figuring out the best ways to help students hone their problem-solving abilities, which are among the most essential traits in the STEM disciplines. The ability to recognize issues, think creatively about answers, put those answers into action promptly, and stick with difficult situations are all examples of problem-solving skills. But it's not always obvious how we should be teaching these abilities to our pupils.

5.3 OLD EDUCATION SYSTEM VS. NEW SCHOOLS, WHAT IS BETTER?

When you're around a group of elders, you might overhear them saying that the old school system was superior to the new. Dynamism is at the heart of education, which is a methodical, continuous strategy for learning that aims to increase cognitive ability. If you look at the "old vs. new" education system argument objectively, you will notice that the major points of contention are the content structure, the evolving medium, and, of course, the goal-oriented result, i.e., the graduates' potential for employment.

Understanding the fundamental purpose of education in light of current socio-economic facts is essential for rendering a judgment on the superior option between the old and new education systems. With fewer students to worry about in the past, schools could afford to concentrate on each student as an individual, but today's educational system has adapted to service a much larger population. The old school of thought often complains about the absence of value creation in new institutions, although the primary aim of education remains progressive 'mental capacity' development, at least in principle.

Some validity to the criticism, but it also fails to take into account the benefits of a STEM-focused, 21st-century education system. (STEM). Rather than relying on textbooks and theory lectures, the contemporary educational system emphasizes hands-on experience and experiments. Concerned about making the correct decision regarding your child's education? Here is a quick contrast between traditional and contemporary educational models:

5.3.1 Theoretical or Practical Learning

The traditional educational model primarily relies on teaching facts and formulas to students. While students may have a firm grasp of learning theory, they often lack the actual skills necessary to put that theory into practice. The contemporary educational system continues to strike a healthy middle ground between classroom theory and real-world experience. The goal of modern educational institutions is to foster a curious mindset and a thirst for knowledge in their students. It aids in the development of an inquisitive and imaginative mind that is prepared to approach intricacy from multiple angles.

Stressful Grading or Enjoyable Scoring:

The traditional educational model is predicated solely on rote memorization. All of one's scores, whether they be excellent, better, or greatest, are determined solely by how well one memorizes the material. The emphasis continues to be on factual knowledge rather than conceptual grasp. On the other hand, the modern educational system places greater emphasis on the integration of theoretical knowledge with practical experience. In the current system, memory is essential, but it must be strategic recollection founded on real-world application. Students in today's classrooms have it much easier and more fun to study and do well on tests than they did under the previous education system.

Robotic or Creative Mind:

It's possible that the tried-and-true educational model from days gone by was ideal for creating uniformly rational individuals with a mechanical disposition. There is no space for exploration, innovation, or exploration in a system where everything is determined by a single correct or incorrect measure. Conversely, the experimental nature of the contemporary educational system encourages curious students to pose new questions and discover their solutions.

Memorization or Critical Thinking:

Both the traditional model of education and the contemporary model emphasize progressive learning. The standard educational model still emphasizes teaching students' abstract concepts and rote memory as the primary means of assessment and promotion. The new educational system was developed using scientific methods to ignite a love of learning through experimentation and critical analysis. They discover the power of inquiry and the importance of pulling together available resources when seeking a workable answer. Students are better prepared to adapt to the challenges of real life with the activity-centered strategy. The new educational system teaches students to ask "what," "why," and "how" questions rather than simply being told what happens.

Boring Lectures or Interactive Learning:

The traditional schooling model is built entirely on lecturing by chapters and testing regularly. Truth be told, there is some doubt about the efficiency of the sermon model, and in a few instances, it is highly challenging for students to learn anything in a real classroom setting. Instead of just learning from textbooks and teachers, the new institutions provide a more accessible method of education. In today's modern classroom, students are actively engaged in learning through a variety of interactive media. Learning real-world skills such as leadership, teamwork, and conversation is facilitated by the method's participatory nature.

Thanks to digital technological developments that make it possible to monitor and mold students according to basic skills, the contemporary education system is once again trending towards individualism and luxury. Now more than ever, we can see beyond the test scores and allow students to thrive in an unrestricted environment, exploring their interests and developing their talents to their fullest potential.

5.4 SUGGESTIONS TO IMPROVE THE EDUCATION SYSTEM

Education is indeed the source of all authority, so the educational system must be strengthened. Education is the bedrock of any intelligent leader, and it is the primary source of influential people. Nelson Mandela is just one famous figure whose words emphasize the value of a good education. However, not being prepared to deal with today's pupils is one of the greatest challenges facing today's educational system. Schools and universities can now better accommodate the requirements of today's pupils thanks to the advancements made possible by the contemporary system. But the following potent ideas should be implemented to further enhance the educational system:

The advancement of the economy can be aided by bettering the educational system. This helps maintain peace and prosperity in the nation. Consideration of this fact has sparked heated discussions about how to enhance and modernize the educational system. Education's primary purpose is to help pupils succeed academically, professionally, and otherwise.

These characteristics are reflected in the results. For this reason, the current educational system must model an outcome-based curriculum that emphasizes achievement. Okay, but how do we accomplish this? The following are some recommendations that should be considered as you work to create an education system based on outcomes.

Identifying Flaws & Setting Objectives to Achieve:

Today's educational structure is based on a scoring system. Memorizing material from classes and then reproducing it verbatim on examinations is seen as a significant academic accomplishment. The problem is that this is a very subpar approach to gauging pupil progress in school. To make improvements, it is necessary to first pinpoint the problems and then formulate strategies to overcome them. Ultimately, this facilitates the smooth enhancement of the educational system.

Promote Project-Based Learning:

Traditional textbook-based teaching methods are dull and ineffective at helping students grasp complex concepts. Therefore, many authorities stress the importance of incorporating project-based learning into the educational system. Students will be better able to find solutions grounded in truth, which will improve their learning.

Use Modern Technology:

Educational technology completely revamps the old educational structure. "Now, online classes, virtual reality, and other technological components enable schools and education systems to boost the capability." By utilizing modern technology, it becomes easy to improve the education system and bring transparency, accuracy, and cost-effectiveness.

Remodel Assessments:

Assessments aren't about the grades and scores students get in their examinations. Instead, it is a way to identify the students' performance, and weaknesses, and correct the flaws in the teaching system. Therefore, the education system needs to prepare a detailed report with the help of the latest software, and share it with students, teachers, and parents to help them work on their weaknesses.

Upgrade Teaching Methods:

Teaching is not all about conveying the texts of books in easier form through long lectures. A teacher is a mentor of students that needs to connect with them emotionally and intellectually. Therefore, it is necessary to address modern classroom challenges by upgrading teaching methods. This enables educators to respond more accurately, and improve the education system easily.

5.5 EDUCATION CULTURE IN INDIA IN THE 21ST CENTURY

Today, people have realized that education translates into opportunity and hope for the future. They have understood the fact that the ability to get an education, foster creativity and curiosity, to seek answers will allow mankind to continue to grow.

The education culture in India has reached interesting times. Teachers are more qualified, students are more aware, schools have better facilities, and fee structures have gone over the roof. Modern-day education is certainly aided by computers, projectors, the internet, and much more. Everything that can be simplified has been made simpler. Technology and science have explored every aspect of life. The Internet provides implausible knowledge, and there is no end to it.

Education in India includes primary, secondary, and higher education. Elementary education goes on for 8 years, and secondary and senior secondary education goes on for 4 years. Higher education in India starts after passing higher secondary education, and post-graduation courses are generally two to three years of duration. The current system in India needs many changes. Teachers need to experiment with different styles of teaching. One must understand, teaching must change, not the student.

In a world where methods and people change all the time, it is sad to see that education follows the same archaic methods. It is time for a change.

5.6 EDUCATION EVOLUTION OVER TIME

The Indian Education system has witnessed multiple changes over the years. As blended and experiential learning emerged, students can access the study material quite easily. Moreover, online classes have become a norm these days at every level of education. Since its independence, India's literacy rate has increased to 75% approximately. In this rapidly changing time, the Indian education system also encourages students to study technology. This allows the children as well as their parents to stay up to date with their progress.

Let's find out how the system changed in the past few years.

Availability of content:

Earlier, many students couldn't afford books and other study materials. However, since the last decade, this is not seen as a problem anymore. Anyone can watch videos on YouTube on any topic free of cost. NCERT, CBSE, and various other government bodies made the study material for all courses available free on their websites. Online books have played a significant role in the betterment of the system.

Personalized Learning:

Personalized learning is a teaching method that focuses on meeting each student's individual needs. This includes tailoring instruction based on a student's strengths and weaknesses and providing various learning activities to engage different types of learners.

Personalized learning also allows students to explore topics that interest them while working at their own pace. For example, a student who is passionate about music can take advantage of online resources to learn more and expand his or her understanding.

By allowing students to take ownership of their learning process, teachers can ensure that each student gets the most out of their educational experience. In addition, personalized learning encourages students to become more self-reliant and develop a greater sense of responsibility for their education.

Smart Boards:

Chalkboards have become history since smart classrooms took over. A smartboard is not only a great way to learn but also to teach. Teachers don't have to write everything on the board, and students find it easy to make notes without missing anything. One can download lectures, formulas, and concepts anytime they want, giving them lifetime access to the content. Since 2013, almost every primary school in the country uses smart boards to teach their students.

Increased Diversity & Inclusion:

One major change in education over the past few decades has been increased diversity and inclusion efforts across schools nationwide. For all students to have access to quality education opportunities regardless of race or gender identity, schools must ensure they are creating inclusive environments where everyone feels respected and valued for who they are and what they bring to the table.

This includes promoting diversity within faculty staff, implementing anti-discrimination policies within curricula, and ensuring all school materials demonstrate respect for diverse backgrounds and values. For starters, many schools are offering culturally-relevant classes to allow students to explore their heritage and identity.

Moreover, schools are providing more support for students with special needs, such as providing resources to help students with autism or other learning disabilities. These efforts play a vital role in creating an equitable education system that allows all children to thrive.

Project-Based Learning:

Project-based learning (PBL) is an approach that encourages students to explore complex questions and real-world problems from multiple perspectives by engaging them in hands-on activities such as research projects or experiments.

PBL helps build critical thinking skills by allowing students to apply what they are learning in class to solve relevant issues or challenges related to those topics. For instance, a science class may work together to investigate climate change's effects or design a sustainable city model.

Additionally, project-based learning encourages collaboration among peers, which further enhances problem-solving skills and helps promote social-emotional development. Through authentic experiences, students gain a deeper appreciation of their learning content and develop a lifelong passion for knowledge.

Online classes:

The era of online classes witnessed a boost during the Covid-19 pandemic. However, before the virus, there were multiple platforms already providing educational content to students online. Byjus is one of the biggest examples of such platforms. They not only provide notes and lectures but also solve the doubts of each individual.

Short-term courses:

The worldwide web can show you a plethora of websites that offer online short-term courses. Most of these courses are skill-based and take about 3 to 6 months to complete. With this, students can enhance or add a new forte to their skillset.

Children may have to pay for some courses while others are available for free. Once they have access to the course, they can download the video lectures and readings to save for later.

Experiential and Project-based learning:

Companies prefer to hire experienced individuals over freshers. For students to gain experience, experiential learning became mandatory in India. Internships have become mandatory in almost every course, whether vocational or professional. Project-based learning gives students an idea of what they will be facing in the corporate world.

New Education Policy 2020:

The Indian government introduced the New Education Policy in 2020 which altered the whole education system. One of the main aspects of this policy is that a student must not be forced to learn a language. The '10+2' structure that India followed has been replaced with a '5+3+3+4' structure. Here are a few other things that the NEP 2020 focuses on:

➢ Experiential learning
➢ Blended learning
➢ Internships and vocational education will start from the 6th grade
➢ Artificial Intelligence
➢ Machine Learning
➢ Making learning flexible
➢ Allowing students to change degree courses

Online classes will be given more importance to make education easily accessible to students

With the New Education Policy, India will surely see a major in its education market. NEP 2020 also states that the process of recruiting teachers will become transparent.

"All these changes are made to fulfill the long-term goal of achieving a 100% literacy rate in India and also make quality education available to every individual."

5.7 FUTURE OF INDIAN EDUCATION

5.7.1 Changes in the Indian Education System will be seen in 2032

After ten years, there will be significant shifts in the way we teach. If we look ahead to 2032, we'll see that classrooms have embraced digital learning and eliminated much of their reliance on paper. The value of education will rise. Even though there would be a lot of leeway in the classroom, pupils still need direction if they are to thrive.

By 2032, the use of technology in schooling will have undergone significant changes. To put it another way, it will create new paths for study and education. Students can also develop their technical skills in this way. They will have no trouble completing their projects or carrying out their duties.

The number of students enrolling in our country's universities to study management, mass communication, languages, architecture, and other career classes has increased dramatically over the past decade. The business administration degree (MBA or BBA) is another example of a course that has achieved the pinnacle of its success and is now under scrutiny and evaluation. In addition, it's become abundantly obvious that the applicant wants tangible results after the course, which almost certainly implies an expectation of an employment promise. Those who have chosen mass communication have also found success in many fields, including news, public relations, advertising, events, internet marketing, content production, business communication, etc. In addition, one of the current programs with promising prospects in hospitality management, which includes subfields like hotel management, food management, and travel and tourism.

A major shift is the rapid expansion of classes that teach specific skills, such as retail, finance, marketing, mobile device maintenance, needlework, fashion design, and jewelry making. These programs typically last no longer than a year and feature extensive practical training. Tests typically focus on practical and offline/online exams, and the emphasis is on skills rather than rote memorization. The fact that many of them include employment assurance increases their desirability among prospective pupils.

Flexibility in course completion, permitting significant breaks, and enabling the student to set his speed of study, is another desperately needed invention.

Furthermore, we could have a system in which students can acquire learning continuously and be certified upon completion of certain milestones — for example, a certificate after writing an exam after six months, a diploma after a year, and a degree after two years — with the caveat that they must complete the degree within four years of beginning.

Because of this, students will be able to get a solid grounding in theory as well as practice, and fewer will choose to abandon their education. "Consequently, many schools and institutes, as well as newly declared and private institutions, have sprung up in and around major cities, secondary cities, and even remote towns."

The following are the most significant trends that will affect Indian schools in 2032:

The international syllabus will be fully implemented in the Indian educational system, to build a world community that sees itself as part of the international community and has a strong sense of responsibility toward its members. Students will gain an understanding of the interdependence of nations and peoples, as well as the complexity of the interactions.

The changing times necessitate a shift in the educational alternatives offered to students. I believe the moment has come to rethink existing programmes and reinvent them if necessary.

Classrooms would become more computer-based and less paper-based.

Student responsibility for the learning experience will also increase, and students will be capable of taking on more responsibilities. On the other hand, the teachers/guides will be acting as a clarifier and problem-solving specialists.

Increased online quizzes, collaborative projects, and group discussions will alter examination patterns.

5.7.2 Scenarios of education in 20 years

Technology will take over:

Technology and education are making a serious and positive bonding these days.

As the world has seen the major worldwide pandemic Covid 19, the education system is evolving to adapt to the post-pandemic situations.

Classes and exams are conducted through online mediums these days.

So, there is a very high aspect of the online learning system in the future.

"In the next 20 years, the entire educational scenario will be changed and will become more technologically based."

Price will not be the rating of education:

Quote as an idea The more expensive something is, the quicker the schooling estimate will expire.

These days, the value of a degree is measured in dollar signs.

Today's educational system has planted the idea that a greater tuition rate automatically equates to a higher standard of education.

However, soon, there are strong prospects for changing people's views.

New methods of teaching and an increase in the number of pupils enrolled may lead to a decrease in the costs incurred by educational institutions.

More accessibility:

As the cost of education decreases and innovative channels of delivery expands, more people will have the opportunity to get a degree.

The low expense of education provided by the internet makes it accessible to students from all socioeconomic backgrounds.

This will help raise the learning levels in India and other emerging nations.

Countries like India suffer from a low learning rate due in large part to economic disparity.

For this reason, kids from middle-class households can begin their education as soon as costs decrease.

A further issue is the absence of educational institutions in more remote locations.

To keep up with the times, schools are beginning to offer more courses that students can take from the comfort of their residences thanks to the internet.

Freedom to choose the curriculum:

Today's students are not given a great deal of leeway in selecting individualized curricula due to restrictions imposed by the educational establishment.

Soon, however, schools may be able to alter the system so that students can choose their coursework.

Students will be more engaged and focused on their studies, and their knowledge and abilities will grow as a result.

In contrast to the current system, schools of the future will be able to place more emphasis on teaching students' useful skills rather than simply producing more diplomas.

New and improved assessment methods:

The global epidemic known as CoviD19 injected fresh concepts into the minds of its victims.

Few shifts are made in the school structure.

Assessment strategies are one of the most consequential shifts.

The institutions of higher learning are now fully persuaded and have begun to administer exams via the Internet.

Schools and other educational institutions may use more internet evaluation tools in the future.

Students in remote regions will be able to send their responses with ease via the internet method, and the reduced need for the paper will benefit the earth.

Mentors and teachers will get similar importance:

What could be more ideal than giving instructors the same respect as professors?

That could happen if we look to the future of education and knowledge.

If teachers understand the significance of their roles, they will carry them out with greater dignity and precision.

The learning space will be more diverse (classroom and home):

Future education systems may include more diverse approaches because of the widespread adoption of advanced technological tools.

Students have the option of studying both at school and at home.

It is not an exaggeration to state that schooling in the digital realm is where it's at.

Profoundly, this alters what's possible for public schools.

A more inclusive educational system will lead to a rise in the worldwide rate of learning and a promising future for all people.

A wide variety of learning materials will be available:

Books will not be required reading in the classrooms of the future.

Videos, text files, audio, and slideshows are just some of the modern media that are being put to use as teaching tools.

Schools will use these strategies in the future when instructing pupils.

For one thing, digital resources aren't as dull as reading a textbook.

Reading a novel requires focus and some background knowledge, which not everyone has.

Students are more likely to relate to and grasp concepts presented in an engaging manner that makes use of relevant images and other pedagogical devices.

The transformative impact this technology will have on the future of education is undeniable.

5.8 FINAL WORDS

'If we teach today's students as we taught yesterday's, we rob them of tomorrow.'- John Dewey.

The subject of education has been on a notable swerve over the past two decades. Learners are being propelled into the digital age by constant instructional shifts and technological innovations, where cutting-edge educational goods and services will alter their future. Several aspects of education are being revolutionized by the fast spread of technology-driven solutions, making education more engaging for modern students. However, how did this shift occur? In what ways have the past 15 years seen a shift toward greater use of technology in the classroom? Let's delve deeper and learn what the future holds for the way that technology has altered the landscape of schooling.

One major reason for the recent paradigm changes in the education business and how it is viewed is the huge potential of technology. In the past, only a select few locations had ready access to information and learning institutions, so people had to travel great distances to reach them. Due to a severe lack of educational resources, effective learning materials, and other essentials, students had extremely limited chances to obtain a high-quality education. However, the ultimate progression of education started with the emergence of technical advances.

The image of a classroom that conjured up images of a teacher standing at a lectern and lecturing to a class of pupils is not representative of a classroom in the twenty-first century.

From chalkboards to smartboards, handbooks to e-books, projectors to augmented reality, physical classrooms to virtual learning spaces, and textbooks to tablets, the adoption and adaptation of technology have become an elixir for acquiring quality education and augmenting students' learning experience. Significant advances in teaching-learning momentum and a changed approach to educational presentations in

schools have resulted from the gradual but unexpected huge rise in tools, resources, and technological aids. The development of education has reshaped the output of learning as a result of the transition from conventional to contemporary classes. Modern learning does not involve students cramming for exams by memorizing as much material as possible. To gain a more nuanced understanding of the world, today's students are venturing beyond the confines of a single field of study and instead looking for connections among seemingly unrelated topics. The scope of educational advancement has become so extensive that it is now transporting students to new locations without their physically abandoning their current ones. There is a global merging of lines thanks to the widespread adoption of cutting-edge and novel high-end solutions like virtual and augmented reality for replicating a real and secure setting. Who would have believed this was even possible 15 years ago? The modern learning process is centered on problem-solving and the production of original, important content. The position is unmistakable; education has progressed beyond conventional teaching methods and entered a new period in which knowledge is acquired in a far more logical and transparent fashion than in the past.

Without a question, the development of education has resulted in greater availability of high-caliber materials and cutting-edge study aids and tools. The use of technology has undoubtedly contributed to these positive shifts in how people view the value of formal education. However, technology cannot motivate us to achieve greatness and progress in learning, building successful jobs, and resolving global issues. Modern educators are expected to model behaviors that boost their students' confidence in their abilities to learn and retain new information. Students' minds need to be stretched to make progress. Instead of serving as a venue for the teacher to impart knowledge, today's classrooms should be hubs for learner-centric and problem-solving pedagogies that will better prepare students for the education landscape's constant evolution.

Education has advanced greatly over the previous few decades. Parents need to be aware of how education is changing as a result of technological advancements, so

they can help their children succeed in the classroom of the future. Every parent can give their child the finest education possible in the here and now by learning about and making the most of the many strengths of our present educational system.