The problem of the future and the possibilities of the present in Education System

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Abstract

Educators today are increasingly asked to transform education to meet the economic needs of the future. Progressive education research has long sought to contest such instrumental accounts of the future in education. The paper argues that this research, however, often shows limited critical reflexivity in its own assumptions about the future and offers educators limited support in responding to proliferating contemporary discourses of radical uncertainty. The paper draws on the work of argue that if, instrumental education futures are to be resisted, researchers should develop methods that make visible the creative possibilities of the present and the powerful role of mutuality and reciprocity in guaranteeing better futures. The education system in India is a thriving sector. Delivering the required quality of education is one of the major challenges due to the sheer size of the population. However, several technology-led education solutions are enabling transformation in the education sector.

Index Terms— Apriori, Improved Apriori, Frequent itemset, Support, Candidate itemset, , Time consuming, Regression.

I INTRODUCTION

Technology plays a very important role in helping everyone survive in this 21st century. without it, one cannot imagine this world. as, it has grappled its way into our day-to-day lives, making its grasp tighter in every aspect. ever since covid-19 happened, technology has proved to be a boon for the educational sector. educators realized the role of digitization a while ago but this pandemic gave it a sudden thrust and boost.

A research problem is a statement about an area of concern, a condition to be improved, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation. Educational research improves teaching and learning methods by empowering you with data to help you teach and lead more strategically and effectively. Educational research helps students apply their knowledge to practical situations. Research provides educators with valuable information about how students learn best so they can be more effective teachers. It also helps us develop new methods and techniques for teaching and

allows educators to explore different topics and ideas in more detail. Future educators will have to face the fact that students will need (and want) to learn in a flexible, personalized format — for some, this may mean having a more technology-focused classroom. Students will want their learning experience to meet their interests, time constraints and academic needs.

II. IMPORTANCE OF TECHNOLOGY

Diverse solutions have been employed, accompanied by varied rates of success, and, owing to the abrupt change in technology, would help change the face of education globally.

Technology will help in mending the quality of education, the educational system, communication, providing enriched resources.

With the growing realization of the distinguished role of technology, advancement is set to start and pave a new path that will bring revolution to young minds toward purchaser. According to a poll conducted by the School of Education, 75% of educators believed that textbook learning will be superseded by digital content learning. To assuage the learners towards technology-driven methods, certain technology marvels are on-trend nowadays.

To name a few are: data science, machine learning ML, Artificial intelligence (AI), Learning Management Systems (LMS), Augmented and Virtual Reality, Gamification, Block chain.

Artificial intelligence AI: Following the report published by eLearning Industry, 47% of the learning tools will be conjugated with artificial intelligence

Artificial Intelligence can help in tutoring, where bots for chat are the perfect blend for the instances where teachers don't have time after work hours

It also conforms to the intelligence level, preferences, and speed of the learner, so they can get the best out of it.

AUGMENTED REALITY:

Augmented Reality is environment-friendly that makes learning an experiential approach whose explicit role is student engagement, understanding abstract concepts, and getting-on-hand expertise in virtual mode.

This tech-driven information is being added to the existing environment while virtual reality is creating a whole new environment.

GAMIFICATION:

Gamification is a new quirk in technology where educational games are being simulated to engage your visuals for learning with the help of coding.

- Its motto is: students learn best when they are having amusement
- It is binding students with gimmicks like scoring, competition, team activity that enable students to imbibe the latest information.

BLOCK CHAIN TECHNOLOGY:

- It helps students by eliminating the need for the mediator, as it makes record keeping digital by directly linking them with learners
- It increases transparency; like a student, while using blockchain uploads an assignment, the technology makes sure that it is not lost.
- The need of the hour is to adapt to the evolving technological marvels because educational technology won't be a bombilation but rather a reality for the upcoming future of education. While embracing technology as our integral part, one must not become a slave of it.

LEARNING MANAGEMENT SYSTEM, LMS:

Learning Management System (LMS) is a rostrum that is being developed to constitute and track online learning activities and initiatives. It assists in developing and delivering content, lectures, pedagogical aids, alleviating and nurturing communications

Through LMS, guardians can have an eye on their ward's roster, marks, assessment dates, creating a chance for parents to be engrossed in their child's learning.

III. PROBLEM SPECIFICATON:

1. Be it for the CBSE exams, ICSE exams, state board exams or competitive exams, students have to follow the prescribed textbooks for exam preparations. Students are pushed to memorise answers to score more marks. Instead of encouraging original ideas based on concepts in the syllabus, children mug up answers without clearly understanding the concepts.
2. Due to inefficiencies in the education system, the quality of manpower joining the workforce isn't good enough.
3. Bright students seek opportunities abroad or move abroad for higher studies as they do not get enough opportunities to further their skills in India.
4. The national literacy rate is 74.04 percent in India. Due to poverty, children do not get to attend schools even if they have access to free education.
5. Getting quality education in India can be challenging as there are limited seats for lakhs of students who wish to study in top institutes.

IV. CHANGES TO STRENGTHEN THE EDUCATION SYSTEM IN INDIA*:*

1. Additional support and learning materials should be available for students to understand the concepts in textbooks. For example, students should know why a concept such as photosynthesis is important.
2. Creative ideas and innovative thoughts presented by students should be rewarded.
3. Technology should be used to empower teachers with smart education management systems.
4. Skill-based training will improve the quality of the trained workforce in India.
5. To keep up with the times, the syllabus in educational institutions should be updated as required.

6. The focus of education should not be on marks but on developing the capabilities of students to excel in their desired career path.

V. IMPORTANCE OF TECHNOLOGY IN THE FUTURE EDUCATION SYSTEM:

1. Through smart classrooms, teachers will be able to utilise technology to explain concepts better.
2. Integration of technology with academics can enhance the learning experience of students with engaging content using animation and videos.
3. Students will be able to collaborate with other students in school through apps.
4. Teachers can give lectures and solve doubts through online portals.
5. Recorded lectures available on online education portals and apps can be used by students to revise concepts.

VI. FUTURE TRENDS OF EDUCATION IN INDIA:

Adopting new education techniques such as e-learning and m-learning will lead to a growth of distance education in India. As per IBEF, the Indian education system will become strong enough to make India one of the top five countries for research output by 2030.

Another study says that 65 percent of children in the future will take up job profiles that haven't been invented yet. Government initiatives and education-based service providers are on their toes to prepare children for the career opportunities of the future.

There is a rise in the number of educational institutions shifting from traditional classrooms to smart classrooms to deliver quality education as future-ready schools/institutes. In an effort to reach more students, virtual classrooms and MOOCs have been introduced by several educational institutions.

Technology-based solutions such as AI-driven personalized guidance, interactive environments with augmented reality etc. are being explored by detach service providers to present concepts in an engaging format.

Educational tablets such as EDUTAB by ONLINE APP Learning are being used by students to prepare for competitive exams such as NEET and JEE. Learning apps and educational portals with video lessons by experts are making learning resources accessible to more children across the country.

The education system in India continues to evolve and improve with time. There are several reputed institutes in India such as the IITs, the IIMs, the NITs and others. Students have to start their exam preparations early for securing a seat in the most prestigious institutes. While the government is working on increasing the number of seats in these reputed colleges, education portals such as Topper Learning can be valuable to clear concepts and prepare for the entrance exams.

By foreseeing the future trends in education, WEB BASED PORTAL Learning has already come up with a blend of learning materials and other resources for students to study from anywhere and at any time. ONLINE APP Learning's learning management system for schools and other educational institutions allows teachers, parents and students to utilize an online platform for education management.

VII. FUTURE AND EDUCATION ASPECT:

Ideas of the future matter in education (Bussey et al., 2008, Milojevic, 2005). Policymakers' assumptions about what the future might bring shape investment and legislation. Educators' future visions shape their conversations with students and their personal commitments to teaching (Bateman, 2012). Ideas of the future are profoundly embedded in assumptions about children's development and growth (Lee, 2001); and as Adam and Groves argue, each day we ask young people to project themselves into.

Challenge 1: From rhetoric and resistance to critical reflection on the future

The future as a category could be understood to play the same role for some education researchers as 'the past' does for some conservatives; it is treated with a form of future-facing nostalgia. In many progressive educational accounts, for example, 'the future' is often simply used as a synonym for 'better', as a repository for hopes and aspirations for change, as a site of resistance against the conditions of the present. The converse is also true, treating the future as a repository for

Challenge 2: the difficulties of the scenario stance in liquid modernity

The adoption of the scenario stance, however, has strategic risks for progressive educators and researchers in a period characterized variously as the 'risk society' (Beck, 2006) or 'liquid modernity' (Bauman, 2006) in which institutions are seen as subject to significant ongoing reconfiguration in the light of global, technological and economic forces and where the necessarily self-producing, constantly changing

individual is understood as the locus of responsibility and agency (Popkewitz, 2007).

VIII. CONCLUSION

In the light of these observations I want to conclude this paper by tentatively proposing two inter-related trajectories for education research that might offer a way of responding to the proliferation of futures discourses in education today. Together, I hope they may begin to offer resources for nurturing the sensitivity of researchers and educators to the restless creation of possibility in the present while resisting the risks of complicity with the individualising narratives of liquid

IX. FUTURE SCOPES

The rationale for the research emerged from tensions between two strands of critical education futures research: The first strand is approaches to educational futures that seek to resist processes and pressures of foreclosure in the form of deterministic approaches to the future in education, whether managerial sing and neoliberal sing (Sand ford, 2013) or anticipatory discourses and logics (Adams, Murphy, & Clarke, 2009). From this work we understand the future as unknowable, open and mutable, locating the present as a site for creative and purposeful agency in articulating and moving towards plural and preferable futures (Facer, 2013; Miller, 2011). The second strand is the arguments and practices for supporting young people to vocalize their feelings toward future scenarios, reflect upon them, and be empowered to interpret the future, reflecting Sand ford's call to develop 'practical methods for creating and sharing accounts of the future that are situated in the lived experience of those who will inhabit the future'

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