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RECENT TRENDS IN EDUCATION AND SMART LEARNING PROCESS

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Abstract

Institutions of higher learning have become increasingly important to a nation's social and economic development. There has been a change recently from the taditional to the contemporary in a fresh way. In this changing context, universities have to respond to the needs of the business community, the government, and students in addition to their regular responsibilities for teaching and research. Understanding these trends is crucial for universities to progress, as the globalisation and several other pertinent international trends have largely transformed the environment in which higher education is conducted. In order to prepare their students for a new world, institutions should be informed about any new developments in the field of education during the transformation process. Numerous people, publications and newspapers have made reference to transformation process in educational sector. Due to the size and inertia of the educational system, changes in it have historically been extremely gradual. However, as life and modern society evolve, these requirements are being met at a rapid pace. The main goal of the higher education system is to improve the standard and increase teaching and learning by utilising and implementing new technological trends and IT enabled education. Any educational programme that makes use of information and communication technology to improve the learning process is considered electronic-based education.

Keywords: *E- learning, Information Technology, Educational Institute, Traditional education, Smart learning, developments and trends.*

Introduction:

Education was considered a luxury for a ver[6]y long time, not a need. Many believed that attending college was optional and an activity reserved for the elite. As people became increasingly aware of the value of a college degree over time, the demand for and if post secondary education rose in time. We have benefited from technology in every area of our lives, including communication and education. Teachers used to instruct students in gurukuls, where the gurus themselves taught. The modernised culture has left this gurukul tradition behind. A novel approach to instruction has been made available to the public. Referred to as clever class. With the use of digital teaching resources, 3D animated modules, and films, this prestigious school is setting the standard for implementing this idea in education. The idea of an inventive and participatory learning experience is now exciting the students. The idea of a digital classroom has not only improved instruction but also given students the ability to improve their knowledge. Smart class is an Educomp digital project.Students view incredibly captivating images and animations to understand challenging and abstract curriculum ideas. Students' overall academic performance in school is improved and studying becomes more fun as a result. Consequently, it is evident that a smart classroom is one that has a computer and audiovisual equipment installed at the instructor station. The following tools

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are typically utilised in classrooms to deliver "smart" education:

1. Overhead projectors
2. Smart board
3. Personal computers.

Benefits of smart class for students:

These days, computers are a major part of our schooling. Every day, we hear about intelligent classes. As is well known, students benefit more from understanding a topic when it is presented in a visual manner. Thus, there is an increasing push for the use of smart classrooms. "Smart Classes" offer improved instruction via films and presentations. I think visual aids like this help students learn more effectively. Even if not every student will grasp a teacher's teaching style, they can all learn through intelligent classes. This is evident when it comes to films; pupils tend to recall the teachings from them more vividly than those they learned in class. This kind of instruction sparks what is known as interest in the students. E-learning is therefore far superior.

1. Appeal to audio-visual senses: By using smart boards in a classroom, we are appealing to both the audio sense and visual senses of students. Learning in such a way is very effective as the information is strongly embedded in kids mind this way.
2. No wastage of time: In traditional type of classroom, a lot of time was wasted in drawing diagrams on the black/white boards, whereas in Smart-boards, diagrams are in memory and thus time is utilized more for the active learning part.
3. No chalk Dust: Some teachers and even front line students used to suffer from chalk dust getting into their eyes and lungs. This had ill effect on health. Using smart-board we are eliminating this health issue.
4. Virtual field trips: Students are taken virtually to field trips while teaching, say, a teacher is covering a lesson on desert animals, using smart-board, we could give a tour of desert like Sahara or Kalahari to teach this topic.
5. Marker Feature: Smart board teaching is not 'see-only', we could use special markers to underline or mark an important location while teaching. We can even write on it to make the concept clearer. 5. Inbuilt library: Smart board has an inbuilt library in it which enables a teacher to have an instant look at it in case of requirement. He/she may not have to scan a real library for this.
6. Active learning: Smart boards leads to active learning process where both the teacher and the students are involved.

Objective of the study:

The objective of the article is to highlight specific trends and advancements in education. Initially, the piece examines scholarly works. It then enumerates the eight methods. The study bases its explanation of each of the eight recognised developments and trends on the relevant literature. An ohe case with e-learning a few years ago, and it is the case with smart learning today. Adding smart learning to traditional instruction as a supportive element of the process is a novel techniquverview of the trends and advancements that have occurred till date helps readers understand the new strategies being used in the process of transforming education.

Review of literature:

Due to their global scope, impact on numerous institutions and individuals, and increased competitiveness in higher education in the early 21st century, the academic changes of the late 20th and early 21st centuries are more profound (Altbach et al., 2009). Universities compete with one another for financing, prestige, and rankings from public or private sources. Academic rivalry has always been difficult, and while it can lead to advancement, it can also undermine the goal and ideals of the institution.

According to Pasternack et al. (2006), growth,

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differentiation, increased flexibility, quality orientation, standardisation, employability, internationalisation, and lifelong learning are the main advancements in higher education. Altbach and associates (2009) suggest that attempting to analyse these patterns independently is akin to attempting to extract a single string from a knotted mass—pulling on one pulls on a number of others: Higher education facilities need to be expanded due to the large number of new students. Increased enrollment leads to a wider range of expectations and demands among students. There is a demand for new suppliers as a result of growth and diversity. Expanding the system calls for more income and new avenues for generating it. Funding problems, diversity, and expansion all raise questions about the calibre of higher education.

According to Newman et al. (2004), American universities abroad, including those in China, Denmark, and Australia, are adopting new methods of university governance in an effort to increase responsiveness and competition. According to Tunç (2013), Higher education institutions must be prepared to respond to this issue as effectively and efficiently as feasible. Universities are required to respond to this newly generated requirement. Universities must have a comprehensive awareness of all strategies used in the higher education industry in order to be successful in this endeavour.

Research Methodology:

A successful e-learning experience will use a combination of the technologies most appropriate for the practitioner, the learner group, the course content and course assessment. Central to e-learning success are communication technologies which are generally categorized as synchronous or asynchronous. Synchronous activities happen at the same time and involve the exchange of ideas and information with one or more participants. Synchronous activities occur with all participants joining in at once, as with an online chat session or a virtual classroom. Virtual classrooms (also virtual conferences or web conferences) allow practitioners and students to interact in real time from their own computer using text chat, live voice, and interactive whiteboards.

A Learning Management System (LMS) is software for delivering content, tracking students and managing training. Practitioners set up a course web page to hold learning content and assessments, then track and manage their students with tools like grade books and activity reports.

M-Learning or mobile learning covers learning with portable technologies like mobile phones, or PDAs (personal digital assistant), where the focus is on the technology (which could be in a fixed location, such as a classroom); learning across contexts, where the focus is on the mobility of the learner, interacting with portable or fixed technology; and learning in a mobile society, with a focus on how society and its institutions can accommodate and support the learning of an increasingly mobile population that is not satisfied with existing learning methodologie

Teachers Integration of Technology in Instruction: Only one-third of teachers feel prepared to utilise ICT successfully, despite the fact that technology is opening up possibilities for significant changes in the way pupils learn and teachers teach. This was shown in a recent poll. Using word processing, spreadsheet, presentation, and web browsing software is part of this. These resources assist educators in raising their productivity through making notes, writing reports or lesson plans, and interacting with parents and coworkers. These fundamental abilities are required, but insufficient to bring about modifications in teaching.Teachers then started to experiment and use technology to educate in new ways after seeing improvements in their students' behaviour, absenteeism, teamwork, and independent study. Usually, it takes four years or longer after the first try

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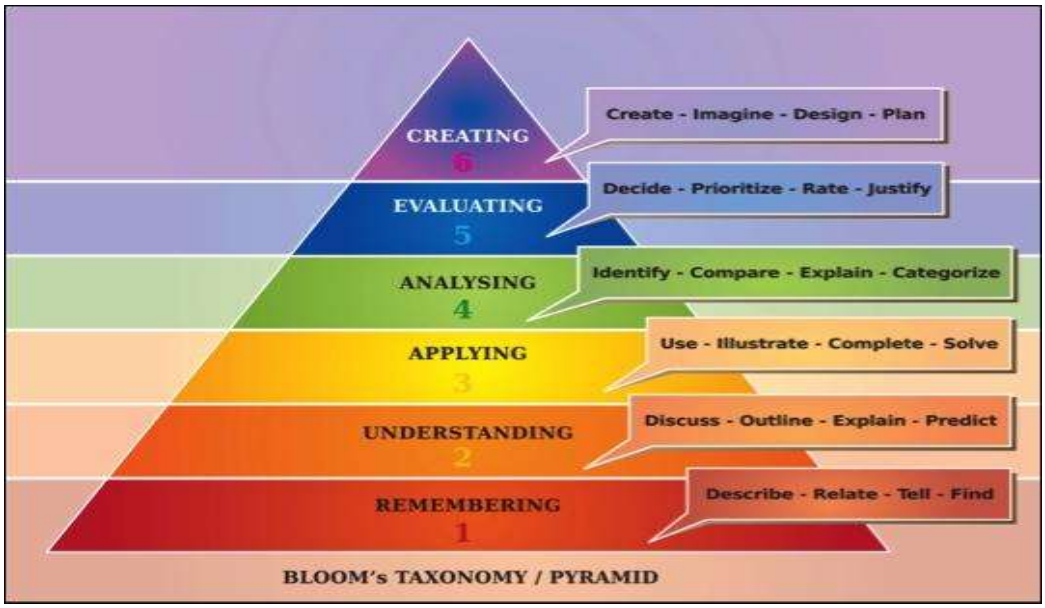
to see noticeable improvements in students' learning.

E- learning: With its original English term, "e-learning," it has become a widely recognised "brand" and trademark for a cutting-edge method of instructing a new generation of pupils. Online learning, a subset of it, is the subject of attention due to its growing use at all educational levels as well as multiple analyses of both advantages and disadvantages of this instructional strategy. Online courses are the most used format for e-learning. The learning object is one of the course's elements. Learning items are compiled and arranged to provide the course's contents. The way that these pieces of content are assembled and arranged into courses and packages for online delivery follows strict guidelines that standardise the concept of objects.

Trends of change in learning: The discussion over whether using a particular technology or an acceptable teaching technique enhances learning has been more heated since computers were introduced into classrooms and the Internet emerged. To promote itself on the Internet, online learning needs to design difficult tasks that let students connect newly learned material. With the older ones, embrace new meaning, and make use of their cognitive capacities, as the quality of learning is determined by the teaching approach rather than the technology [14]. For pupils to see real-world models and simulations, certain computer characteristics are necessary, which influences how the media influences learning. Students learn through real-world models and simulations, as well as through their interactions with the models and simulations, not the computer itself.



Findings and Suggestions:

Focusing on employing AI techniques, remote sensing to promote e-learning from fourth to fifth generation. The research developed many smart tools and environments centered on the student model and supporting one-to-one adaptive e-learning. It employed theories from cognition, education, and learning. Proactive student model is also developed to model student‟s traits, emotions, cognition, and background knowledge. There are dtill many research directions to investigate under the same lines presented in this article. Integrating all tools developed so far is one major concern as adaptation to accommodate

Conclusion:

The SMART classroom and E-learning is a one of the resource for students needing research, technology, or writing help, specifically aimed at the research needs of undergraduate students. The usage of this new

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technology must be encouraged in the current education system. The E-learning and smart classroom provide the students as well as teacher to learn through a new techniques and too in a different and interesting This article reviewed the current status of the research project that was initiated six months before by the author as an individual effort with support of students and which was later supported by the e-learning team of local school.

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