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A Paradigm Shift from Traditional Classroom to Modern Classroom: A Narrative Review

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Abstract

Education forms the foundation of a developing economy, necessitating continuous improvements in the education system. In India, progress has been gradual but consistent. This narrative review highlights the transition from traditional to modern classrooms, emphasizing the importance of skill development, adaptable curricula over rote learning, and flexibility in educational content. The impact of COVID-19 has further demonstrated the effectiveness of modern classrooms. Existing literature confirms that modern classrooms are essential now and points out numerous benefits they hold over traditional approaches.

Keywords: traditional, classroom, modern

Introduction

The shift from traditional to modern classrooms signifies a move toward student-centered, active learning instead of teacher-centered, passive methods. This change results in alterations in teaching styles, learning environments, and the roles of both teachers and students. Traditional education, a longstanding approach, emphasizes rote memorization, discipline, and the transfer of cultural values. It features a structured classroom setup, a teacher-focused curriculum, fixed classrooms, and standardized assessment techniques. While this system is historically disciplined, it can be rigid and may not always address individual learner needs. In contrast, modern education adopts more flexible, student-centered, and adaptive learning strategies.

Difference between Traditional and Modern Educational Classroom

	Traditional educational system	Modern Education System
Structure and Methodology	It follows rote learning/memorization. Assessment is either	It involves skill enhancement courses as per the needs of

	written or verbal. Passive learning is prominent here.	the changing era. It highlights versatility, creativity, and digital competence.
Teaching Technique Tools	In a traditional educational system, teachers are the primary sources of knowledge. The main motive of teaching is the transfer of knowledge through the curriculum. Students are less equipped with practical skills.	It is a student-centric approach. It provides a real-life experience by incorporating modern tools and technologies. Using digital tools and techniques in classrooms helps students access a wealth of information and learning materials.
Curriculum	It focuses on subject-specific knowledge in its curriculum. It highlights theoretical subjects and places less emphasis on practical skills. Here, the curriculum is not updated regularly, and students are learning from an old curriculum.	It provides a more adaptable curriculum. It provides a real-world application of skills through project-based learning, internships, and collaborations with businesses. Students must be prepared according to present needs and challenges.
Knowledge Imparted	In traditional systems, knowledge is primarily rooted in a fixed curriculum and pedagogy. Moreover, there is less flexibility for interdisciplinary studies or skills beyond academic learning.	Modern education shifts towards dynamic, critical, and acceptable knowledge. It includes a wide range of subjects, including science and technology, engineering and mathematics, social science, and vocational skills. The main aim is to make students ready with real-life skills and competencies necessary for their future.

Some Evidence-Based Studies that Prove the Efficacy of the Modern Classroom

Jeong Kim, Hong, and Deok Song (2019) outlined the roles of educational engagement and digital readiness in students' achievements in university e-learning environments. The study aimed to examine students' perceptions of e-learning based on their experiences and to explore the role of educational engagement and digital readiness within the university e-learning context. They stated that students at the United Nations agency actively adopt e-learning, but still need motivation and guidance to commit, as they find it challenging to use digital materials. This involves a pedagogical approach that emphasizes self-reliant learning for educational success. Additionally, educational engagement mediates the relationship between e-learning use and academic performance. E-learning environments should be designed to increase students' engagement in academic activities, and it is crucial to investigate further antecedents and address overlooked contradictory factors.

McNicholl, Casey, Desmond & Gallagher (2019) conducted a systematic review on the impact of assistive technology for students with disabilities in higher education. The study aimed to examine how assistive technology (AT) affects academic outcomes and to explore psychosocial results for college students with disabilities (SWDs) through the use of the Mixed Method Appraisal Tool (MMAT). They highlight that assistive technology (AT) can promote academic, psychological, and social benefits for SWD. However, AT users and AT officers should be aware that external factors, such as inadequate AT training, device limitations, the availability of external support, and the difficulty of managing multiple data sources, can impede effective AT use and limit engagement in higher education. Future AT practices should focus on maximizing the potential of assistive devices as AT for all students, thus fostering inclusion and reducing stigma.

Ansari & Tripathi (2018) are conclusive in their study about the effectiveness of Mobile Learning Apps in Higher Education in India, with objectives to research the effectiveness of mobile learning apps within teaching in India and to gauge the role of mobile learning apps in students' lives by applying a Likert scale. They found that students were quite aware of mobile technologies and the internet, which might be helpful in their learning environment. They

emphasized that access to mobile learning apps is crucial for their learning and research purposes. This study investigated Indian students' awareness of and the usefulness of m-learning apps and their impact on the educational process. In their study, they found that the role of mobile learning apps is increasing among students. Mobile learning apps are very helpful within the teaching environment, and students have sufficient knowledge and awareness to use mobile technology and the internet in their learning environments.

Jan and Iqbal Mattoo (2018) concluded after studying attitudes towards E-Learning among research scholars about demographic variables. Their objective was to examine the influence of gender, residential background, and field of analysis, as well as to explore various interactions affecting scholars' perspectives towards e-Learning by using the Attitude towards E-learning Scale (ATELS-RD) and ANOVA. They state that there is no significant influence of gender or residential background; however, there is a significant influence of the field of analysis (stream) on scholars' perspectives towards e-Learning. Since the perspective towards e-Learning is very high across all groups, it is expected that analysis students utilize e-Learning strategies for tasks like identifying analysis issues, reviewing literature, creating presentations, and submitting written work. They also found that gender, residential background, and their interactions did not significantly influence analysis students' perspectives towards e-Learning, and no significant differences were observed among the three fields of analysis (Arts, Science, Social Science).

Thakkar & Joshi (2017) analyzed their study on Students' Attitude towards E-learning, examining perspectives regarding gender, neighborhood, and social class. They also found a highly positive inclination among sheepskin engineering students towards the use of E-learning. Additionally, this perspective is not affected by variations in gender, neighborhood, or social class among the students. The main objectives were to explore sheepskin engineering students' perceptions of E-learning, investigate differences in these perceptions between male and female students, and examine variations between rural and urban students. They also looked at differences between students from general and reserved classes. They used tools like the Likert scale and the Mann-Whitney U test. Their study concluded that there are no significant differences in perceptions of E-learning based on gender, location, or social class.

Ahuja (2016) conducted a study on Self-Efficacy among secondary college students concerning academic aspiration and educational action, aiming to review gender differences among boys and girls at the middle school level regarding academic action and to examine the correlation between self-efficacy and academic aspiration among middle school students, as well as the correlation between self-efficacy and educational action among middle school students, and the correlation between academic aspiration and educational action among college students. He states that students with high self-efficacy and academic aspirations perform better academically, as all three variables—specifically self-efficacy, academic aspirations, and educational action—are closely related. The gender-based results show variations concerning these variables, which may be due to influences from college, family, or individual study habits. His findings indicate that there is no statistically significant difference between boys and girls at the middle school level in terms of academic aspirations. There is also no statistically significant difference between boys and girls regarding educational action at the middle school level. Additionally, there is no statistically significant correlation between self-efficacy and academic aspirations among middle school students, nor between self-efficacy and educational action, nor between academic aspirations and educational action.

Advantages of Traditional Classroom

- It maintains continuity in the knowledge and moral teachings that have shaped societies for generations.

- It follows a well-established curriculum, providing a clear, structured path for learners.
- The teacher-centered approach in traditional systems fosters discipline and concentration. This inculcates respect for gaining expertise and promotes a sense of responsibility towards learning.

Drawbacks of Traditional Classroom

- Traditional education does not focus on analytical skills and problem-solving abilities.
- The curriculum is not flexible. It makes it less adaptable according to individual needs and present challenges.
- This system does not involve new tools and technology.
- Traditional education has a top-down approach. This means that the student's role is often passive in the process of learning.

Advantages of Modern Education

- The curriculum in modern education is not rigid.
- It emphasizes intellectual reasoning. It motivates learners for better evaluation, analysis, and integration of insights.
- It inculcates current knowledge in areas like technology, digital literacy, and interdisciplinary studies, making it more responsive to today's needs.
- It focuses on a student-centered approach. It promotes engagement, collaboration, and self-directed learning.

Drawbacks of Modern Education

- The technology plays a central role in modern education. All the students can't access it. This increases the gap between individuals who can and cannot use digital tools.
- The extensive focus on skill development over centuries leads to gaps in foundational knowledge. It may also lead to students possessing fragmented knowledge in multiple areas.
- Modern education emphasizes constant adaptation and technological updates. This can cause burnout as it prioritizes novelty over mastery.

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