

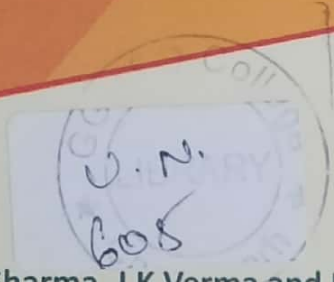


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Mugdha Sharma, J K Verma and Prem Kumar Kalra

G-Local Classroom: 360-degree Transition of Education

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– **Communication**

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G-Local Classroom: 360-degree Transition of Education

Mugdha Sharma*, J K Verma** and Prem Kumar Kalra***

The classroom serves as a venue for students to engage with their peers and educators. Rabindranath Tagore, the great Indian Poet and thinker, envisioned an open-air classroom where students and teachers interact with each other and in the presence of Nature. In this setting, multiple educators can contribute to teaching specific subjects through various forms of expression, including poetry, visual arts, performing arts, and multiple languages. This innovative approach fosters creativity, curiosity, and a constructive perspective on the material to be learned. The proposed model allows students and teachers to assume distinct roles, enhancing authentic experiences and experiential learning while providing an expansive platform to integrate diverse learning methods and pedagogies. Technological advancements have been periodically introduced to facilitate teaching, learning, and feedback for both educators and students, promoting continuous improvement and deeper cognitive engagement within the classroom. Envision a classroom that has access to the natural world, global cultures, and diverse lifestyles from around the globe; this comprehensive perspective on learning and knowledge assimilation can undoubtedly create vast opportunities for both students and teachers. Moreover, strategies for knowledge acquisition, generation, and dissemination open limitless avenues for research and integration, enhancing our understanding of life and improving its quality. This global classroom, which connects local experiences to global contexts, can serve as a landscape for all to learn, think, and understand without limitations, thus earning the designation of a Global Classroom.

The changes that have swept from early childhood initiatives through higher education institutions have started changing the educational landscape and sector over these years. The Fourth Industrial Revolution (4IR) is characterized by disruptive technologies, processes, and practices. Chaka, in 2021, listed light artificial intelligence, machine learning, and algorithms as the three most appropriate technologies.

Incorporating these technologies requires updating educational systems, starting with the organization and management of the classroom, evaluation, pedagogy, ethics, and professional development, along with the ability of complex reasoning, communication, and

* Faculty of Education, Dayalbagh Educational Institute, (Deemed-to-be University), Dayalbagh, Agra- 282005 (Uttar Pradesh). E-mail: sharma.mugdha24@gmail.com

**Head, Department of English, Dayalbagh Educational Institute, (Deemed-to-be University), Dayalbagh, Agra- 282005 (Uttar Pradesh). E-mail: jyotikumerverma@gmail.com

***Former Director, IIT Jodhpur. Currently, Senior Director, Dayalbagh Educational Institute, (Deemed-to-be University), Dayalbagh, Agra- 282005 (Uttar Pradesh). E-mail: drpremkalra@gmail.com