

## CLASSROOM TEACHING EVENTUALLY MOVING TOWARD EXTINCTION: A DED MODEL-BASED ANALYSIS

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### ABSTRACT

Conventional classroom teaching is threatened by online learning, hybrid models, and self-paced learning platforms. MOOCs have opened learning to everyone, while economic conditions have compelled students to seek alternative means. Institutes are rapidly turning to online education due to the aftereffects of the COVID-19 pandemic, which has taught us an adaptable pedagogy. Besides curriculum design and delivery of lessons, teachers should also play the role of mentors and role models. The merit gap affects students' performance and well-being, a critical education issue.

Cultural factors, language differences, and standardized classroom teaching are among the factors that lead to this gap. Modern teaching methods and changing education patterns create a situation where students avoid classroom attendance and independent study. Complaints about lectures are the number one reason students avoid attendance, and participative teaching strategies such as discussions, multimedia-based presentations, and practical exercises are favored to ensure student engagement. Two models are suggested to account for low classroom attendance: the 3B model, consisting of Boring Classroom Teaching (BCT), Benevolent Online Teaching (BOT), and Bullying by Teachers in Classrooms (BTC), and the DED model, consisting of Distraction, Evasion, and Disaffiliation. Teachers are the most critical stakeholders of student attendance, but some teachers do not treat teaching as a solemn profession or discourage attendance indirectly because of the change in recruitment and promotion parameters for teachers. Closing the merit gap involves an integrated strategy considering students' needs and learning styles. To create a positive and motivating learning experience, institutions should provide resources, support, and opportunities that foster a positive and motivating learning environment. Instructional strategies should closely align with measures of assessment so that misalignment may result in students failing to comprehend the learning material, mistakenly interpreting learning outcomes, losing momentum, and realizing poor academic results.

**Keywords:** Classroom Teaching, Zero Attendance, 3B Model, DED Model, Peer Interaction. Online Teaching

### 1.0 INTRODUCTION

The postsecondary learning atmosphere is transforming due to shifts in the character of information, the needs of the population, and technological innovation. Traditional classroom pedagogy faces challenges with the emergence of newer delivery models such as web-based instruction, blended designs, and independent learning curriculum structures. Flexibility, cost-

effectiveness, and accessibility of online instruction have made it more desirable to working adults and adult learners. The traditional model of higher education, where students pay high tuition fees, has been disrupted by Massive Open Online Courses (MOOCs) [1], which have opened up courses to all with an internet connection. Concerns about the return on investment of a college degree and rising student debt are largely driven by economic constraints, particularly in countries like the US. Students are increasingly seeking alternative, more affordable ways to acquire information and skills as tuition costs rise. Employers also emphasize skills and abilities more than conventional degrees. The COVID-19 pandemic exposed traditional in-class instruction to vulnerability, prompting colleges around the globe to shift to online instruction hastily [3]. Colleges were often caught off guard by the rapid pace because they lacked the necessary infrastructure, technology, and training. The situation highlighted that institutions of higher learning need to embrace more flexible and innovative methods of instruction. Because children are "digital natives," [2] they have new expectations that lead to the death of old classroom teaching. Universities need to adopt technology, practice innovative pedagogies, and ensure more flexible learning paths to remain significant in the twenty-first century, while simultaneously, many students cherish face-to-face contact, social gatherings, and hands-on learning experiences. The classroom is a working environment that brings together the activity of three vital players: teachers, students, and facilities. Each player plays a critical role in the learning process that adds to the general efficiency of studying and the progress of knowledge. Together, the players create an environment where learning takes place, and the destiny of individuals and society is shaped. This essay analyzes the role of each member and how they complement one another to create an effective learning environment.

### **1.1 Teachers: The Facilitators of Knowledge**

Teachers are the most prominent individuals in any classroom. They are responsible for executing the curriculum, creating lesson plans, and facilitating discussions that guide students through the learning process. Besides imparting information, teachers act as mentors, inspirations, and role models. Their ability to adapt to students' different learning needs, manage classroom behavior, and create a caring environment is essential to the success of the learning experience.

Effective teaching requires mastery of the subject and a deep understanding of student psychology and learning styles. A teacher's ability to motivate students, encourage critical thinking, and provide constructive feedback can significantly impact students' academic progress and personal development. Teachers must also maintain discipline and order in the classroom to keep students on track and interested in learning. In short, teachers create the classroom environment and are the force that propels the learning experience.

### **1.2 Students: The Active Participants in Learning**

Students are the primary beneficiaries of the classroom environment, and their role is equally vital in learning. While teachers provide guidance, students must work through the content, ask questions, and participate in discussions. Their attitude towards learning, ability to collaborate with peers, and willingness to assume responsibility for the learning experience have a direct bearing on the quality of the overall learning experience.

Students exhibit a wide range of variation in motivation, learning style, and academic ability. Such diversity might pose challenges in the classroom, but it also allows teachers to adopt innovative teaching practices addressing various needs. Students must be encouraged to receive information and apply it in real-life situations, which helps develop critical thinking and problem-solving skills. For this purpose, learners are not just passive recipients of information but proactive participants in an ongoing educational process.

### **1.3 Infrastructure: The Physical and Technological Foundation**

Classroom organization, be it physical layout, technological equipment, or resources, is essential to support learning. An organized classroom with good lighting, seating, and learning configuration can directly influence the students' concentration and engagement. Furthermore, technology in the form of computers, interactive whiteboards, and internet-based learning materials is fast becoming a feature of contemporary classrooms. These technologies enable educators to incorporate multimedia, simulations, and interactive elements, thereby supporting the educational process and making it more accessible.

Infrastructure is not restricted to the classroom, though, with the institution's or school's broader buildings providing an elevated overall educational experience. Libraries, sports facilities, and extracurricular spaces offer a more intensive learning experience. Technological infrastructure, such as high-speed internet access and education software, facilitates access to content outside the classroom, providing a link to a reservoir of information globally.

The class, being an occurrence, is the outcome of interaction between three actors: learners, teachers, and infrastructure. They are all a part of the learning process, and their interaction creates a setting where learning can be acquired. Teachers convey information, learners engage with it, and infrastructure provides the conditions and resources under which the process can continue. If these three actors unite harmoniously, the result is a dense, potent, and impactful learning process.

Learning should be a safe space of intellectual growth, self-discovery, and respect between the teacher and student. But bullying and physical punishment by teachers are shocking, contrary to the maxims of learning, and have grave consequences for the academic, emotional, and psychological health of the students. Teachers abuse their authority, creating an unhealthy climate that kills creativity and discourages participation. This devalues the role of education, which is to promote inquiry and critical thinking. The emotional and psychological effects of bullying may be long-lasting and robust, resulting in helplessness, fearfulness, depression, and loss of self-worth. These emotional scars can hinder academic achievement, leading to demotivation and school avoidance. In extreme cases, students can even drop out of school to escape the emotional pain of the abuse. Physical or corporal punishment is also another aspect of bullying that is morally and ethically wrong and illegal in the majority of places. It induces fear and trauma among students and makes it even harder for them to trust those in authority in the future. Bullying and corporal punishment can hurt the broader school community, implying that power and authority can be abused without any consequences.

Even though teacher bullying in its open form is reducing decade by decade, and teachers are professional enough now, they do indirect bullying. Teacher bullying can take various forms, including favoritism, put-downs, and indirect social exclusion. Favoritism often involves

praising or supporting some students while ignoring or belittling others, leading them to feel isolated and question their worth. Put-downs diminish a student's work, effort, or struggles, embarrassing or humiliating them. Educators who overlook students' unique challenges or needs can make them feel invisible or unworthy of attention.

Educators can also indirectly exclude students by establishing cliques in class, where students then exclude others, which can affect their sense of self-worth and belonging negatively. Two models have been proposed to describe low classroom attendance: bullying and non-bullying. One is the 3B model, which includes Boring Classroom Teaching (BCT), Benevolent Online Teaching (BOT), and Bullying by Teachers in Classrooms (BTC). The second model is the DED model with Distraction, Evasion, and Disaffiliation. Teachers are the primary stakeholders in the classroom, ensuring students can attend classes. Most teachers are keen to have a classroom with all enrolled students present. Since teaching is no longer considered a metric during the recruitment or promotion of teachers, some are not taking teaching seriously and even discourage students from attending classes indirectly through various means.

### 2.0 3B MODEL

As mentioned earlier, the 3B model refers to Boring Classroom Teaching (BCT), Benevolent Online Teaching (BOT), and Bullying by Teachers in Classrooms (BTC). Boring Classroom Teaching (BCT) is a term that describes a style of teaching that produces listlessness, languor, lassitude, and tedium in students. Benevolent Online Teaching (BOT) attracts students with its kind, helpful, sympathetic, and persuasive behavior, encouraging them to attend classes. Bullying by Teachers in Classrooms (BTC) is trying to browbeat, bulldoze, belittle, and intimidate students in the classroom. As shown in Fig. 1, the ideal favorable situation for classroom teaching is (BCT, BOT, BTC)  $\rightarrow$  (0, 0, 0), where students are attracted towards classrooms, and they are eager to attend classes, students find no requirement of online classes, and they don't incline to any online classes, there is no bullying by the teachers and teachers are helpful and maintaining a friendly environment. The opposite corner of the cube (BCT, BOT, BTC)  $\rightarrow$  (1, 1, 1) represents the worst situation for any classroom teaching where classroom teaching is completely unbearable because it is dull, banal, and poses no interest for learners, online classes are so attractive, interesting and valuable that any student would opt for that instead of classroom teaching, Bullying by teachers is so pathetic that students feel comfortable to be away from the classrooms.

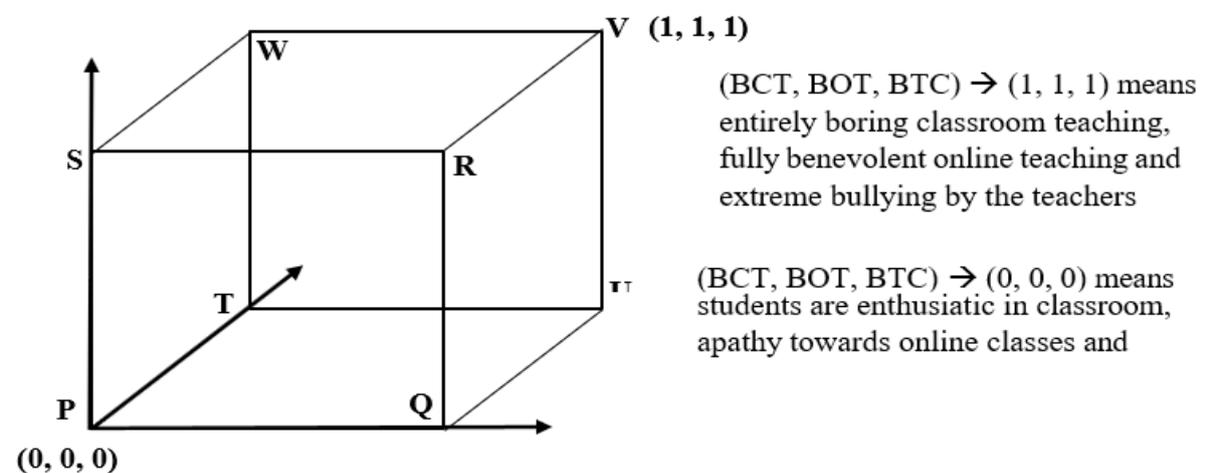


Fig. 1. 3B model

3.0 DED MODEL

As mentioned earlier, another model is based on non-bullying teachers, as shown in Fig. 2. This model, which is based on Distraction, Evasion, and Disaffiliation, is hence called the DED model. It differs from the 3D model mainly because it focuses on cooperative and non-bullying teachers. As shown in Fig. 1, the ideal favorable situation for classroom teaching is  $(D, E, D) \rightarrow (0, 0, 0)$ , where students are not at all distracted; instead they are attracted towards classrooms and they are eager to attend classes, students don't feel any evasion or avoidance from teachers, no dodging from authorities regarding infrastructure and students don't feel disaffiliation instead they feel sense of belongingness to the classes and an integral part of the institute. The opposite corner of the cube  $(D, E, D) \square (1, 1, 1)$  represents the worst-case scenario for classroom teaching, where students are distracted by various factors, including teachers who are evasive and often bypass important issues, acting surreptitiously. Students don't consider themselves part of the institute and find it uncomfortable to be on campus.

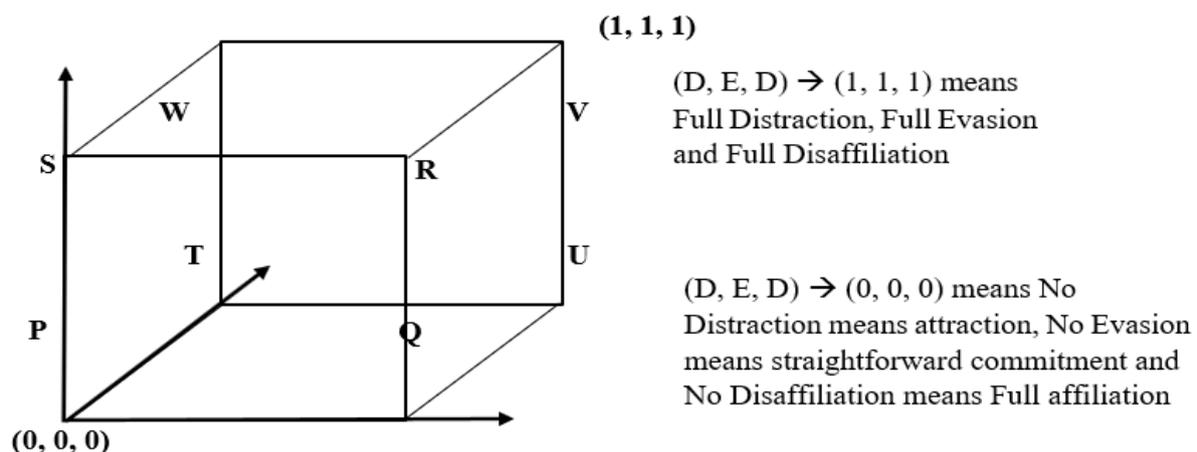


Fig. 2 DED Model

Since the 3B model is not a common situation in the modern era, the DED model will be discussed in detail.

4.0 DISTRACTION

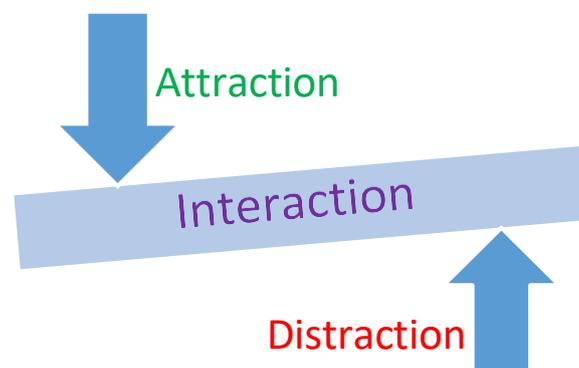
Technology use, student behavior change, and infrastructural factors all contribute to the increasing issue of class distraction. With students frequently on their cellphones, gaming, or accessing social media addiction, technology is the primary cause of distraction. This results in students being less attentive in class, performing poorly academically, and disrupting the learning environment. Socialization among classmates also leads to distractions because it redirects attention from the teacher and the lesson, reducing instructional time. Environmental contexts, such as noisy corridors, outdoor activities, and poorly planned classrooms, may cause students to find it hard to focus. Classrooms near playgrounds or crowded corridors can often be interrupted by external noise, and crowded or dimly lit spaces can impact students' comfort and concentration. As worry, tension, and personal concerns can contribute to disruptive behavior, students' psychological and emotional conditions are another significant source of

distraction. Teachers may not always have the training or equipment to resolve these fundamental issues.

Classroom distractions have long-term effects since they result in students losing valuable learning opportunities, leaving them with gaps in their skills and knowledge. Unceasing distractions result in burnout, leading to work dissatisfaction as teachers spend significant time addressing the distractions.

#### 4.1 Students are shaped into habitual bunkers by coaching from childhood

Due to the looming pressure to excel in competitive examinations and learn specific topics, more learners have resorted to private tutoring instead of regular schooling over the last few years. This change begs the question of how school education evolves with the integration of private coaching and classroom teaching [4]. Private coaching adopts a more personalized approach, enabling students to focus on specific subjects and learn quickly. In countries like India, where clearing entrance examinations for business, medical, and engineering colleges is of paramount importance, numerous Indian students firmly believe that individual coaching is essential for securing a respectable rank. The average quality of schooling at educational institutions is another reason students seek private coaching. While private tutoring, compared to regular classroom teaching, certainly offers more personalized attention, it can also be hectic and stringent, leaving little to no time for social activities and personal interests. Students are increasingly becoming comfortable with skipping lessons. Some schools go so far as to loosen attendance policies, particularly in the 11th and 12th grades, so that students can improve their attendance and have additional time to prepare with the renowned coaching provided by their parents or family.



**Fig. 3 Distraction-Interaction-Attraction Model**

#### 4.2 Quality of teaching declines due to merit imbalance in the classrooms.

The unfair distribution of merit, competency, and effort among classroom students is known as merit imbalance, often leading to variation in academic achievement. The more meritorious students receive better resources and attention, and the other students with lower merit are left behind. Merit imbalance can appear in many different ways. While merit-based systems aim to recognize and encourage individual talent, the disparity can inadvertently lead to a decline in

teaching quality, as instructors struggle to adapt to the challenges of a diverse classroom. The premise that not all students possess equal intellectual ability or learning styles lies at the center of the merit imbalance. Students with lower merit often suffer from disadvantages such as feeling demoralized or alienated when their challenges are not adequately addressed. Consequently, the student population might become disinterested and uninspired, which could decrease the classroom teaching level [19]. An achievement gap and deterioration of the quality of education can be caused by teachers prioritizing high-achieving students over other students who require more attention. Students and teachers alike can feel an environment of competitiveness and tension brought about by the focus on merit, which can reduce the willingness to teach more proportionately and inclusively, and increase tension.

When the education system favors students with better intellectual ability while neglecting others with mediocre or lower abilities, it brings about a merit imbalance in the classroom. Both gifted and struggling students can be affected by this imbalance. Although they do not effectively address the diverse learning needs of children, standardized tests, grading systems, and teaching methods often prioritize those with specific abilities, such as superior memorization, rapid comprehension, or analytical skills. While gifted students usually get high marks, this creates a system in which most will struggle, and only a very small percentage of students consistently have high marks. High-performing students can become complacent, failing to develop the critical thinking and problem-solving skills necessary for real-world environments. Rather than allowing students to challenge themselves and better understand the information, education is reduced to a simple practice of memorization and repetition. Disengaged students who cannot cope with the pace of the curriculum might fail academically, feel incompetent, and lack confidence. Since high-achieving students are seen as a reflection of their success, teachers might unconsciously reinforce the merit disparity by focusing more on them. This reinforces inequality in the classroom, making it easier for gifted students to achieve high test scores while others struggle.

Academically struggling students and students with learning disabilities are affected by the severe issue of merit imbalance in classrooms. The educational system consistently ranks and judges' students based on their merit, which is determined by their ability to understand and implement academic material quickly. Because merit-based curricular progress and standardized testing give prominence to speedy learners, this imbalance can raise critical challenges for struggling students. Of course, high-achieving students gain an advantage as they perform well on tests and assignments with little extra support. Students with lower abilities may lag since they require more time to understand and remember information. The classroom atmosphere increasingly accommodates the needs of more academically gifted students, leaving those who find learning challenging with fewer resources and less assistance. The challenges faced by weaker students are intensified by the need to keep up with the curriculum. Gifted students benefit from a quicker lesson pace, which makes it harder for less capable students to comprehend the material independently. Discrepancies in merit also result in an unequal distribution of classroom resources, giving less focus to struggling students while directing more attention to high-achieving ones. This uniform strategy offers underperforming student's minimal opportunities for success, cultivating feelings of insecurity and low self-worth. The varied social backgrounds of students can worsen merit disparities in the classroom, causing differences in learning experiences and academic achievements. Academic metrics, including grades, test scores, and classroom participation, are the leading merit indicators in

most educational frameworks. However, students varied social, economic, and cultural contexts greatly influence their access to learning resources, educational opportunities, and academic accomplishments. Access to resources significantly contributes to the merit gap, as children from wealthy families usually benefit from an array of learning-supportive tools, including computers, internet access, extracurricular activities, private tutoring, and dedicated study spaces at home. Conversely, students from low-income backgrounds may lack these benefits and attend schools with limited resources, outdated materials, larger class sizes, and fewer extracurricular options. The social backgrounds of students also influence their attitudes toward education. While students from lower-income families may struggle to concentrate on their schoolwork due to external pressures like part-time jobs, family obligations, or financial stress, those from higher socioeconomic backgrounds often come from homes where academic achievement is greatly esteemed.

Additionally, since students from varied cultural backgrounds—such as those from immigrant families or those for whom English is a second language—may learn differently, cultural aspects play a crucial role in the merit gap. These diverse cultural backgrounds might not always be embraced within the school context, which can lead to underwhelming performance and a widening merit gap. Cultural influences significantly impact students' academic success, resulting in differing achievements across various cultural groups. Academic success is influenced more by the emphasis on education and learning than by a student's inherent ability or effort. In many cultures, academic success is highly regarded, and families and communities value formal education. Nonetheless, students from cultures that do not prioritize formal education may struggle to adapt to learning environments where academic success is essential. Furthermore, cultural factors can affect how students relate to their peers and their sense of belonging in the classroom. Students from diverse backgrounds may face challenges connecting within multicultural classes, especially if there are preconceived notions, biases, or misunderstandings among groups. Students from particular cultures may feel marginalized or alienated in this setting due to these dynamics, which can diminish their self-esteem and motivation to learn. The gap in merit could also be worsened by cultural assumptions that influence teacher expectations and behavior. Favorable assumptions or biases may assist students in dominant cultures, making them more likely to succeed and develop.

Language differences are also a substantial cause of the gap in merit, particularly for students who are immigrants or non-native English speakers. In classes where English is the predominant language of instruction, students who speak English as a second language frequently encounter significant difficulties comprehending the material and effectively communicating their ideas. Their academic performance may suffer due to their incapacity to thoroughly understand the language of teaching, which may also make them feel inadequate or frustrated [21].

A merit disparity can arise from classroom teaching if talented students continue to improve while weaker students fall further behind. This divergence between high and low achievers is often made worse by pedagogical practices that overlook the differentiated needs of students. The intellectually gifted are prodded to success, while those who lag can make their way into classrooms without the equipment, materials, and instructional techniques necessary to support diverse learners. The cookie-cutter approach to teaching is one of the primary causes of this imbalance. Teachers often rely heavily on conventional teaching methods to provide each

student with the same opportunities to learn simultaneously and in the same way. Therefore, bright students thrive in such environments, completing assignments quickly and performing well on exams. However, lower-level students often lose focus and lack the drive to keep up with classwork when the disparity between high achievers and struggling students increases. Ineffective classroom teaching may bring dire consequences, including diminishing students' confidence and self-esteem. Instead, teachers should understand that tailored education is necessary for every kid to succeed. Leveling the playing field can be facilitated by a classroom that suits various learning preferences and offers tailored assistance [22].

#### 4.3 Boring lectures in classrooms

The trend of students abandoning classes in favor of independent and self-study is a statement of dissatisfaction with conventional classrooms and a transformation in education. Since lectures are found to be dull, unnecessary, or irrelevant, students wish to apply their time to more significant benefits, both in academic pursuits and in character building. Since professors typically have set syllabi that do not permit them to explore areas further or introduce perspectives beyond textbooks, dissatisfaction with the quality of the lectures is the primary cause for absence. Students can quickly investigate matters through self-study, giving them a feeling of control over education. Since students must assess and synthesize knowledge independently, independent learning promotes critical thinking and intellectual autonomy [11]. Because they frequently lack interaction and are uninteresting, boring lectures can be a big problem for students. Students may struggle to remember or comprehend material when lectures are one-way informational sessions that don't involve them. They may also feel disconnected from personal interests or real-world applications. The presentation's clarity and quickness also influence dissatisfaction among students. Lecturers who speak too rapidly or use technical terms might alienate students, while those who speak slowly or repeat material too frequently can come across as patronizing and uninteresting. Clarity and speed must be balanced since each learner learns differently and at a different rate. Students may find boring lectures boring because the content is irrelevant to their lives or future careers. If there aren't enough real-world examples, case studies, or current affairs, the subject may come off as abstract and disconnected from students' daily lives. Students may become disengaged from long lectures without interruptions because humans have a limited attention span, and sitting through long, continuous lectures can be exhausting. The way lectures are taught also affects students' dislike of boring lectures. Conventional lecturing methods, which mainly include reading from slides or delivering lifeless PowerPoint presentations, are considered uninspired. Because they break up the monotony and keep students interested by allowing them to apply what they are learning actively, students typically favor more dynamic teaching methods, including group discussions, multimedia presentations, and hands-on exercises. The physical setting may also influence how interesting or dull a lecture is. Even the most well-prepared lectures might be less enjoyable for students in unclean classroom conditions, such as uncomfortable chairs, poor lighting, or inadequate temperature management.

PowerPoint presentations (PPTs) are often used in educational settings for lectures. However, many students find it unpleasant when instructors read the slides directly. This kind of instruction usually creates a dull and uninspiring learning environment. They believe that lecturers reading from PowerPoint slides detracts from the dynamic character of the classroom, leading students to dislike boring and inactive lectures. Some students may become alienated

from the material and find it more difficult to recall and understand it since PPT lectures do not consider different learning styles.

PPT lectures are boring and predictable, which makes learning less interesting and more robotic. Lectures that include examples, narratives, real-world applications, and the instructor's thoughts, on the other hand, are more interesting. Frequent inclusion of text on PowerPoint slides can overload students, making it difficult for them to comprehend the subject matter. It can be more advantageous to employ slides that contain key concepts, diagrams, or other visual aids and have the instructor present them engagingly and conversationally. Because a lecture is about more than simply imparting information, it's also about creating an environment where students feel comfortable asking questions and seeking clarification, reading from PowerPoint slides doesn't let students and professors connect [12].

### **The class routine is discouraging due to the long gaps**

There must be a class timetable for students to be motivated and successful in their studies. However, when it is gloomy, it may negatively affect children's well-being, study success, and motivation. Students can lose interest in school, become estranged, and lose interest in the learning experience if there are numerous breaks between lessons and plenty of subjects that fail to motivate or challenge them.

Students can lose focus, get emotional, or become distracted while waiting for the next session to start, which can disrupt their class routine. This idle time will likely make students feel restless or bored; thus, it is not easy for them to remain enthusiastic throughout the day. Long vacations can deter students from getting ready for future classes because they don't feel as pressured to continue working.

The curriculum of the provided classes can also contribute to a depressing classroom. Not all students are as interested in or see as much applicability in all classes, and requiring students to take courses in which they're not interested or that don't align with their career goals can generate disinterest and disaffection. For example, listening to hours of science or math lectures irrelevant to their interests or aspirations can be frustrating for a passionate arts student. Additionally, certain classes might not be delivered in an engaging manner, which would cause students to become disengaged from the academic material they are expected to learn. Stress, anxiety, and dissatisfaction with academic life may result from this. Students who are less motivated to give up their academic work may experience burnout. As a result, students' emotional and physical health may suffer from a depressing classroom routine[13].

### **4.4 Availability of self-paced, available anytime, and attractive online materials**

Online educational resources have increased due to the profound educational changes brought about by the development of the internet and digital technology. This has led to debates about whether or not students are deterred from enrolling in traditional in-person programs by the availability of online materials. Although online materials could be easier and more convenient, they may also prevent students from participating fully in class, which could lower their academic achievement. Students are less inclined to attend class because there are so many online materials. Attending in-person classes is unnecessary since students may access lectures, notes, and additional resources from anywhere. The ease of using online resources may appeal

to students who find it difficult to keep up with the tempo or style of instruction in in-class lectures. Digital tools provide students with the independence and adaptability they need. The rigid tempo of live lectures proves challenging to some students who may require more time to process knowledge or become actively involved with the material. Using the resources offered online, learners can absorb information more effectively, learn at a pace that suits their preferred learning style, experience reduced pressure and tension, and access a variety of supplementary resources. Using resources on the Internet, which opens up access for students to ample amounts of external materials such as videos, texts, articles, web forums, and guides, can result in a more efficient and individualized learning process that might be difficult to achieve with traditional classroom learning. Multimedia materials in web-based learning environments accommodate different learning styles; every learner has a preferred style. If learners find it challenging to match the pace or teaching style of the lecture, they can choose web-based resources that are more compatible with their preferred learning style. Online resources take the strain of monitoring everything covered in real-time off students' shoulders, so they can view the information as frequently as necessary without worrying about being left behind. Instant feedback is provided via online learning resources, pointing out areas where students could benefit from more practice or explanation. Traditional in-person lectures, on the other hand, frequently do not provide such instantaneous possibilities for self-assessment, and students might not become aware that they have not entirely understood a subject until the lecture has already covered it or after an examination [18].

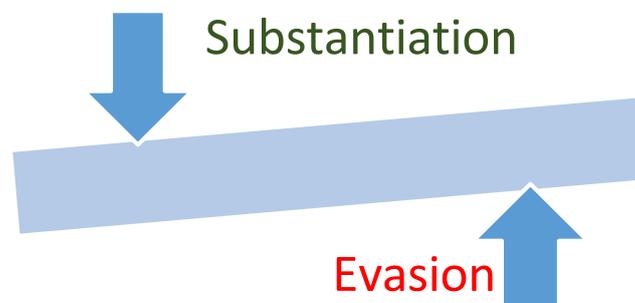
Severe emotional, psychological, and intellectual damage may follow teacher bullying, mainly when it occurs in class. It can be expressed through verbal abuse, emotional manipulation, and favoritism. Students who use verbal abuse are subjected to shame or criticism, which can interfere with their performance in class and reduce their interest in the subject. By providing special attention to confident kids while ignoring others, favoritism fosters animosity and division. Conversely, emotional manipulation entails using authority to manipulate or threaten students, resulting in a poisonous learning environment. Fear techniques, such as threatening failure or imposing harsh penalties, might be employed to maintain power. Emotional manipulation also entails making students feel guilty or embarrassed for failing to live up to the teacher's expectations, even though they are unreasonable. This constant emotional stress could eventually translate to stress and mental fatigue, which could detract from a student's academic performance. Students may even dread attending class because the emotional toll of putting up with the teacher's conduct surpasses their desire to learn.

## 5.0 EVASION

Even while the educational system is in place to give students the fundamental information and abilities that might help them succeed, children's anxiety over missing school is growing. Inadequate assistance from stakeholders, including parents, teachers, and school officials, typically worsens this issue. Because the teachings are boring and disconnected, students may skip class, resulting in disobedience, daydreaming, or absence. Due to a lack of training, administrative duties, or a tremendous workload, teachers may not directly address this issue. Policies that could help reduce student avoidance are seldom implemented by the school administration, which often emphasizes learning indicators that concentrate on academic achievement while neglecting to create a supportive learning environment. Students who feel alienated from school respond by avoiding it. Disengagement from classroom instruction can

also result from a lack of resources, such as counseling and assistance for students with difficulties in their social or academic life. Parents have a crucial role when it comes to promoting or discouraging their children from missing class. Unaware of their children's subpar academic achievement, parents feel angry and alienated. Parents unintentionally contribute to the issue when they are not active in the school. Because they are unaware of the advantages, have had a bad school experience, or are poor students themselves, parents may allow or even encourage their children to skip school. A vicious loop is produced by the general passivity of educators, parents, and administration in assisting kids in maintaining their connection to classroom instruction. Avoiding school causes students to lag in their coursework, heightening their dissatisfaction and feelings of failure. The probability of future avoidance increases as they retreat deeper. Without prompt intervention, this cycle may result in persistent emotional anguish and academic failure.

**Fig. 4 Substantiation-Interaction-Evasion Model**



### 5.1 Decline in the teacher-student relationship

Whether professors would prefer research to teaching has drawn much attention in academia. Professors at research-intensive universities are pressured to conduct excellent research that advances their subject because research is the foundation of academic progress. This research is crucial for them to get tenure, secure funding, and advance professionally. Since research offers a sense of fulfillment and purpose that teaching may not always provide, many academics invest much time in it. Because of their intense research commitments, professors usually have limited time for teaching-related activities such as literature reviews, experiments, data analysis, and article preparation. This might be difficult to achieve when juggling the responsibilities of teaching classes, advising students, and grading work. Professors in research-focused universities may emphasize research because it directly impacts their professional reputation and career trajectory.

The balance between teaching and research is greatly influenced by funding. Professors frequently have to devote a substantial amount of time to preparing proposals, attending conferences, and networking with other researchers to secure research grants, which is a competitive procedure. Teaching may seem secondary due to this emphasis on obtaining and retaining financing, mainly when funding agencies and academic promotion programs prioritize research output over superior instruction [14].

The growing emphasis on research and publication in academia is thought to be the cause of academics' waning dedication to teaching. Their focus may be removed from teaching due to pressure to obtain funds, write papers, and win an academic reputation. Administrative duties,

big class sizes, and the usage of adjunct faculty have also diminished professors' direct participation in the classroom. Less time may be available for creating interesting lectures, giving each student individualized attention, and providing valuable mentoring. Due to this trend, students may feel less connected to their teachers and receive less academic help, which could harm the quality of education [15].

## 5.2 Decline in the relationship with classmates

The COVID-19 pandemic, which started in early 2020, significantly affected everyday life and social relationships, particularly for students. The transition to online education and the resulting changes to communication, social interaction, and physical presence have permanently changed student relationships, even when schools resume in-person formats. As virtual meetings using Zoom, Google Meet, or Microsoft Teams supplanted in-person interactions in remote learning, there were fewer chances for informal relationships. Consequently, physical proximity-based relationships began to wane. It was also challenging to build or maintain personal relationships with peers because of the sense of loneliness that accompanied online learning. Due to the lack of genuine body language, social signals, and live interactions in the virtual environment, many students turned to social media sites instead of in-person gatherings to stay connected. However, the shallow contact these sites tended to create led to thinner bonds and an attenuated feeling of real connection.

Messaging or texting programs can't begin to provide the depth of human interaction, which can lead to miscommunication and emotional disconnection. Social media also promoted a culture of comparison since it encouraged students to live ideal or perfect lives, which caused them to feel insufficient and isolated from their peers. Numerous students were challenged to relearn relationships after returning to in-person classes, as their trust and social skills had been disempowered due to the prolonged period of isolation. Students' perspectives on socializing also changed due to the pandemic; some became accustomed to being alone and independent, while others preferred internet contact to face-to-face interactions [16]. Due to changes in educational systems, student mindsets, and technology improvements, students' reliance on their peers has considerably diminished. Students can now access information, perform research, and solve problems thanks to digital learning tools and resources, which reduces the need for traditional teamwork.

Additionally, in-person group study sessions are no longer necessary, thanks to online learning platforms and apps. By encouraging self-directed learning and enabling students to concentrate on their particular learning paths without continual peer interaction, the advent of individualized learning systems has also lessened the dependence on classmates for academic advancement. The emphasis on individual assessments, test-taking, and competitive classroom environments has resulted in a drift from collaboration toward individual accomplishment. Sociocultural change and the rise of more individualized societies have impacted student collaborative dynamics, pushing students to maximize their skill sets and portfolios due to increased competition in the workplace. However, there are drawbacks to relying less on peers since collaboration is necessary for social skills development, teamwork, and critical thinking [17].

Due to social-emotional changes, loss of in-person relationships, and limitations in virtual communication, the COVID-19 pandemic has significantly impacted peer relationships. Social

networks have irreparably been damaged, and although some students have reconnected, their healing will require time, resources, and the reinstatement of face-to-face relationships. Positive relationships within schools are essential to ensure academic success and emotional well-being. While technology and individualized instruction emphasize individual success strongly, collaboration and social bonding continue to be required in educational attainment. Balancing independence and collaboration is crucial to success in both school and the workplace.

### **5.3 No challenge or personalized assignments to students due to a lack of time**

Even while bright kids work fast if they are not given enough challenges, they get distracted, lose focus, or fall short of their potential. If educators want to support the growth and comprehensive learning of talented students, they must invest more time in developing challenging assignments that promote critical thinking, problem-solving, and creative application of information. Students must be compelled to examine, synthesize, and evaluate their material to look beyond memorization or a cursory understanding of the subject matter. Apart from stimulating intellectual curiosity and problem-solving skills, they should require applying theoretical knowledge in real-world situations. It is essential to stimulate gifted children's creativity and critical thinking for them to achieve success. Students learn a growth mindset and acquire new skills. Research projects, project-based learning, and open-ended questions may all encourage students' creativity and challenge them to comprehend topics more deeply [23]. Students can learn subjects from multiple viewpoints and connect to other fields with interdisciplinary learning. Under adversity, instructors can assist gifted children in honing their problem-solving, adaptability, and critical-thinking abilities. This will help them prepare for more challenging classes and difficulties in their lives and careers. For struggling students, assignments should be accessible but stimulating enough to facilitate development.

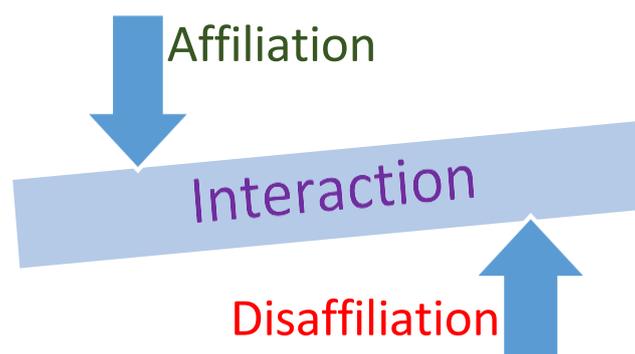
Assignments must be scaffolded and broken down into more straightforward, manageable stages to achieve this. Since most students struggle with complicated or unclear instructions, it is only right that they receive clear instructions and directions. Teachers should give children constructive criticism. Practice and repetition are effective strategies. Differentiation is also a key element, where instructors ought to modify assignments to the needs of individual students, e.g., those requiring additional practice in arithmetic or reading.

To support varying student learning styles, training can be differentiated through a range of task types, including textual, visual, and interactive tasks. A growth mindset, under which ability and intelligence are perceived as capable of development with effort and hard work, should be fostered through assignments. There must be positive reinforcement and constructive feedback so that the student knows where they stand and drives home the significance of effort [24]. The increasing realization of different learning modes in children is why individualized assignments are essential. Teachers can increase the likelihood that each student will become deeply engaged with the lesson and learn over an extended period by investing the time it takes to craft project designs that address their diverse students' learning inclinations. Personalized tasks could incorporate the students' interests to make learning more engaging and meaningful. Students are more likely to take the time and effort to complete their projects when they notice the relevance between their learning and interests. By having students learn things that are most important to them, teachers are motivated by their students and help empower them with control of learning. While planning for personal projects, student preferences and feelings

should be considered. Students can convey what they have learned in a manner most convenient for them if they can decide the organization of their projects according to their interests or abilities [25]. The long-term benefits of tailored assignments far outweigh the time expense, even when teachers want additional time and effort. The students will likely remain interested, engaged, and practical when well-structured assignments increase overall achievement and develop a more constructive learning environment.

## 6.0 DISAFFILIATION

Disaffiliation from classroom teaching is a significant hurdle in today's education landscape, often stemming from a sense of emotional and intellectual disconnection from lessons, teachers, and the overall school environment. There are many reasons for this disconnection, and it can affect students' academic performance and overall educational journey. We must understand these reasons to create a more engaging and supportive classroom environment. One of the main reasons students disaffiliate from classroom teaching is a lack of engagement. Traditional teaching methods focusing on memorization or standardized tests may not resonate with modern students' diverse interests and learning styles. As a result, learners start to pull away from lessons and see education as a chore rather than a stepping stone for personal growth. The classroom environment itself can also contribute to this sense of disconnection. Overcrowded classrooms, lack of individual attention, and a one-size-fits-all approach to teaching can make students feel overlooked and struggle to keep up. Lack of personalized support can make students feel isolated and detached, increasing their likelihood of withdrawing from the learning process. External factors like family issues, social challenges, or mental health concerns can also play a role in students' disaffiliation from classroom teaching. Adolescents, in particular, are going through significant emotional and social changes where peer relationships, family expectations, and self-image can all affect their focus and motivation. Unfortunately, educators and school staff may not always be aware of these outside influences, making it harder to support them.



**Fig. 3 Affiliation-Interaction-Disaffiliation Model**

### 6.1 The habit of classes is discouraged by frustrated or evasive teachers

A teacher's annoyance can show in many ways, like a dismissive tone, inability to manage classroom behavior, or lack of passion for teaching. Managing naughty kids, administrative workload, and outside influences are a few reasons for this irritation. Since kids are sensitive to their teacher's emotions, an angry teacher can create an atmosphere where kids feel uncomfortable or demoralized. An irate teacher can induce anxiety or stress, which will limit

student participation and lower the overall standard of teaching. Also, students can mimic the teacher's annoyance and create a vicious cycle. Students may not want to work hard because they feel the teacher is uninterested in their success. This lack of motivation, made worse by the teacher's annoyance, can lead to disengagement, poor academic performance, or loss of respect for the teacher [6]. Because they lack confidence, fear conflict, or can't handle problem behavior, evasive teachers avoid direct contact with their students. They may not answer tough questions, give brief explanations, or give constructive feedback, leaving students feeling lost and abandoned. This can lead to misconceptions or knowledge gaps, especially for struggling students who rely on the teacher for guidance. Unclear communication creates a barrier to learning and heightens frustration. Due to the weakened student-teacher relationship, students are less likely to ask for assistance or participate in class activities. Students may feel alone and disengaged, making it harder to do well in school [6].

## **6.2 The habit of classes is discouraged by greedy administrations**

The administration can sometimes discourage students from attending by not providing challenging or relevant educational experiences. The students can assume that their time could be more productively utilized if the program is poorly coordinated, unexciting, or lacks practical connections. Attendance can decrease because of this frustration, especially if the subject matter has nothing to do with their eventual career goals. Disengagement can result from this mismatch between what is being taught and what the students want to learn. Disinterested students might avoid classes for more engaging activities, such as private study or private tutoring, if the administration fails to review and improve the curriculum and teaching methodologies. Sometimes, this is done deliberately to have excellent curriculum materials, and delivery experts are paid more. By not providing students with sufficient tools or assistance, the administration can indirectly discourage students from going to class.

Students can become disinterested in coming to class and disillusioned with the school system if they feel that their problems are not being taken seriously. Apathy and alienation from the school can be fostered by being unresponsive to student feedback and failing to respond to these concerns. In addition, students may feel isolated and unsupported if colleges or schools fail to provide essential support mechanisms, such as academic advising, mental health services, or tutoring, thereby diminishing the importance of school attendance. Students face critical barriers when learning institutions are unable to acquire resources, which discourages them from attending classes, staying attentive in the classroom, and performing well academically. Administrators need to prioritize providing students with the resources, help, and opportunities they need to succeed to foster a positive and supportive learning environment. By bridging these gaps, schools can help students feel valued, motivated, and supported to reach their academic and personal potential [7].

## **6.3 Encouraging class bunking and pampering by the guardians**

Cultural traditions' significant academic challenges, which can hinder a child's development and make them feel confined to a limited scope, will discourage guardians from taking their students to classes. A child's confidence and capacity to thrive in the classroom might be undermined by academic challenges, which can cause frustration and shame. Discouragement can also result from cultural factors like traditional gender roles. Education is highly respected in different societies, but if particular norms of behavior and study differ, it can lead to aversion.

For example, these factors might discourage a female from getting into a career in science [8]. The importance of guardians in the lives of children lies in their role as the ones who explain the world to them, offer emotional support, and coach them through their academic and personal endeavors. At times, by giving them housework or spoiling them, the kids' attention may be diverted unintentionally. Education, thus, can be impacted negatively. It's one thin line when a parent teaches their child to take responsibility, but it turns out to be a thin line between burdening a child with too many responsibilities, though the guardians may still justify this as teaching work ethics, discipline, and time management [9]. Pampering entails giving children too much comfort, shielding them from difficulties, or constantly handing them answers without allowing them to become independent learners. Such a manner may obstruct the development of life tasks by children, including workload balancing, coping with the academic load, and gaining independence [10].

#### **6.4 Classroom Teaching is neither linked to Course Outcomes nor Assessments.**

If the classroom instructions do not align with the course's learning objectives, it can negatively impact the students' learning process, hinder their academic progress, and ultimately affect the overall educational experience. A course may be ineffective due to its design elements, particularly its assessments, which may not accurately measure students' progress; in this case, the instructors may have covered off-topic material. For example, a course aimed at enhancing critical thinking should be given the major part in the activities and assessments, encouraging students to solve complex issues in a team, evaluate various viewpoints, and formulate sound arguments. The mismatch between teaching methods and course objectives can lead to tests that provide incorrect signals to students and instructors regarding student development. For instance, a course in problem-solving skills may be superficially completed if the knowledge assessment is purely theoretical, and acquiring the knowledge becomes the only requirement for passing an exam. Traditional teaching methods, such as lectures, may be ineffective in active learning or critical thinking.

In contrast, active learning approaches such as group discussions, problem-solving tasks, case studies, and hands-on activities are more likely to align with the desired outcomes and be considered effective if higher-order thinking and real-world applications are to be achieved. Lectures and other non-interactive methods have a great potential to make the students' learning very different from the teachers' original goals. While technology is one feasible way to close the gap between teaching and course objectives, it could worsen the gap if not used effectively. Over-reliance on online lectures or pre-recorded videos without opportunities for interactive engagement or feedback may fail to involve students meaningfully. Nonetheless, deliberately including technology in the educational process can stimulate learning and fulfill the course's targets [26].

A significant challenge in education is the disparity between classroom instruction and assessment, which can have a negative impact, leading to reduced learning and hindered ability to demonstrate proficiency. It should be combined with assessment techniques to make teaching more efficient and progressive, as these assessments are the key ways to measure learners' achievement and understanding. There is often a mismatch between teaching methods and assessment types, which can lead to student confusion, goal misinterpretation, lack of motivation, and poor performance. A significant process of disconnection occurs because the

instruction's content differs substantially from what students are expected to include in their assessments. For example, if a teacher mainly teaches theoretical concepts, but the exams focus on real-world applications, the students may have difficulty connecting their learning to the exam expectations. Such an inconsistency might cause confusion and stress, resulting in learners being unprepared for the exams even though the teacher held lessons and the students had read the required material. It is also of great importance that the feedback provided by the assessments should be constructive and serve as a guide for the future learning process. It should also highlight the kids' strengths and areas for improvement. In such cases where poorly designed assessments are not in line with the teaching process, they will not serve their essential function as a crucial role, and thus, the students will be less motivated and less engaged[5]. Moreover, a common problem is identified when the assessments focus on a single aspect of learning, such as rote memorization, while the class instructions emphasize a wide range of other skills, including creativity, collaboration, or practical application. This inconsistency frequently derives from assessments that do not accurately reflect the course's intended learning outcomes. If classroom instruction focuses on higher-order cognitive skills, such as analysis, evaluation, or synthesis, but assessments prioritize lower-order skills like recall and recognition, a divide will emerge, potentially hampering students' overall academic performance [26].

### **6.5 Zero Attendance Policy**

The current trend of adopting a zero-attendance policy or requiring no class attendance is gaining traction in some institutions, as it offers students the flexibility to turn to distance and independent learning tactics. The point of this initiative is that students attend class when and if they deem it necessary. Participation in regular classes may not make a difference in whether the student attends. The success of this strategy is mainly dependent on the makeup of the students and their readiness to explore the materials.

The students should be the first to back the idea as they are the ones who will benefit the most. Firstly, students might not become involved in the learning process if they are not obliged to attend classes. Therefore, there is little incentive to participate in discussions and activities, which may cause them to fall behind in their knowledge of the subject. This is a direct result of the students' lack of real learning and indifference to the topic. Additionally, structured education about academic performance should be addressed.

Besides, the lack of attendance can cause students not to feel responsible for the professor and the rest of the participants in the classroom. Thus, the policy can be detrimental to social learning and the acquisition of soft skills, which are the cornerstones of teamwork and communication, while the class is an introductory environment for those interactions. The issue is that the idea presupposes all students have the same learning approach, failing to consider that students have different learning styles, which causes discrepancies in educational experiences.

### **6.6 School is for co-curricular, extra-curricular, and peer activities; learning should be at home.**

Education has traditionally concentrated on in-class learning; however, the view of effective education is getting a makeover. It is assumed that schools are places where students are

involved in co-curricular, extra-curricular, and peer activities that will facilitate their educational growth. Drama, art, music, and debate constitute co-curricular activities, which, in turn, enhance the students' realization and competency in the academic field and develop other skills such as creativity, communication, and critical thinking. Incidentally, they also allow the students to relate theoretical knowledge to its practical applications, thus enhancing their intellectual capabilities and social consciousness.

Extra-curricular activities, such as sports, clubs, volunteering, and social events, provide a break from academic work's restraints while teaching skills like teamwork, leadership, time management, and self-discipline. Further, such events bring together students with different backgrounds, generating a cooperative environment and creating opportunities for the students to come across perspectives from other cultural contexts and diversity.

Peer interactions, such as group assignments, study sessions, and informal gatherings, foster a sense of togetherness and a culture of mutual support, which would undoubtedly help students develop essential interpersonal skills, including empathy, effective communication, and conflict resolution.

The role of learning at home as an essential part of formal education has been growing with the advancement of modern technologies and a wide range of online resources, such as tutorials. Home learning becomes even more joyful because children can learn alone or with the help of their parents. Parents can now monitor their children's development in detail and provide immediate assistance, guidance, and explanations of issues whenever required, a key feature of home learning.

## **7.0 CONCLUSION**

One-size-fits-all teaching approaches consistently prove inadequate to address the needs of today's classrooms, which are so diversified by student skills, interests, and learning patterns. More emphasis must be placed on assignment design based on careful consideration of specific tasks crafted to suit each student's particular needs so that all students can achieve their goals. Individualized tasks consider each student's learning styles, interests, and weaknesses, and adjust the activities' degree of difficulty accordingly. In addition to increasing student interest, this practice corrects each student's weaknesses while building their strengths. Since they recognize that all students have different learning patterns, tailored assignments are essential. Teachers can enhance the likelihood that all students will dig deeply into the topic and ensure long-term learning by investing more time in developing tasks to suit diverse learning styles. Educators can enhance learner involvement and foster a sense of ownership in learning by tailoring assignments to individual interests, making learning more engaging and relevant, and providing learners with the independence to explore matters of personal concern. Students can organize their schedules and utilize facilities without restrictions within hostel environments, making successful independent study more likely. Disadvantages of avoiding classes include lower interaction with students and teachers, gaps in understanding, absence of discipline and accountability, and social consequences. Regular absence may harm a student's reputation and make unwanted impressions. It may be possible for some students to bunk classes. If practically all students aren't coming to classes, the impression and reputation concerning the whole batch can't be at risk. Another crucial factor to consider when creating customized assignments is the

input and preferences of the students. The long-term advantages of customized assignments greatly exceed the time commitment, even if it takes more time and effort from teachers.

Students are more likely to stay motivated, involved, and practical when carefully planned assignments raise overall accomplishment and create a more positive learning atmosphere. Individualized online education and virtual classrooms are undermining conventional classroom teaching. The COVID-19 pandemic has boosted the use of remote learning, with both challenges and opportunities. Teachers are leveraging AI-driven resources, such as virtual and augmented reality, to revolutionize education. Physical contact remains essential for social and emotional growth, while online education provides flexibility and integration with work objectives. Advances in technology, shifting student needs, and the necessity for flexible education are revolutionizing classroom teaching. Face-to-face teaching can become a rarity in engineering, medicine, and the arts. Hybrid learning methods will be utilized since not all students can learn online. Ensuring children learn the skills required for the physical and virtual worlds is essential.

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