Implementing Effectiveness and transparency in education using Blockchain

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ABSTRACT

After the current era of Net Neutrality and Big Data, blockchain may be the next technology- mediated socioeconomic megatrend. In this theoretical article, we investigate how blockchain could influence the classroom. Network neutrality, widespread Internet access, and the Internet's positive impact on education are all things that, it is argued, we cannot assume will continue in their current forms in the future. Among the many benefits of blockchain education funding and investment, educational project implementation, a standardized certification and accreditation system, and student learning are most promising. The distributed ledgers used in the education blockchain would establish new benchmarks in crypto-learning and crypto-administration that are mutually acceptable across organizations and countries, improving the objectivity, validity, and control of information without being vulnerable to socio-economic instability. Slow blockchain adoption in education mirrors that in the finance and management sectors, but it also presents some critical challenges, such as a lack of tangible incentives for technology upkeep or 'blockchain mining' (inward sustainability) and a relatively weak orientation toward the collective development of education (outward sustainability).

Keywords: Blockchain, Education System, NEP, Crypto-learning

1. Introduction

Blockchain, one of many DLTs, has been dubbed "Google's System of the World" because to its status as a technologically-mediated socioeconomic system that is gradually replacing Net Neutrality, Big Data, the oligopoly of global market capitalization, and other related concepts (Gilder, 2018). This essay explores the current and future use of blockchain technology in the classroom. The blockchain introduces a new way of thinking about the storage and transmission of digital information.

Being both a subject of study and a social institution for the dissemination of information, education has a long tradition of embracing new technologies, including those developed for use in industry, finance, and the armed forces. There is currently a period of relative prosperity for Big Data, broad social media, STEM curricula, data mining/analytics, and subservient technologies like AI and ML in the classroom. These are then followed by more modern approaches to instruction and evaluation, such as the "flipped classroom" and other forms of assessment made possible by technological advancements. Some of these, like Big Data, have been problematic zed due to important questions of validity and purposefulness that are hidden and culturally intrusive in the techniques of getting and processing data, such mass surveillance, and so generate challenging ethical issues (Park, 2019).

Although its validity and value borders are still poorly defined, Big Data has persistently relied on the concept of Net Neutrality. Yet, resolution could arrive soon. According to George Gilder's (2018) book Life after Google, blockchain will replace the current era of the open Internet, Big Data, and Google as the technology-mediated