TEAM NUMBER:- 1
TEAM NAME:- BINARY BRAINS
PROBLEM STATEMENT:- 1 (TO SOLVE PROBLEMS OF EDUCATION)

The world is facing a learning crisis. Worldwide, hundreds of millions of children reach young adulthood without even the most basic skills like calculating the correct change from a transaction, reading a doctor's instructions, or understanding a bus schedule—let alone building a fulfilling career or educating their children.For individuals, education raises self-esteem and furthers opportunities for employment and earnings. And for a country, it helps strengthen institutions within societies, drives long-term economic growth, reduces poverty, and spurs innovation.

Nowadays students lack interest in education. Various reasons come in between students and their studies. Students often make up their minds to study well, make a proper schedule and organize their study material and desk, but somehow they do not learn. This could be due to different reasons, following being few of them.

- Students see little value in the course or content.
  Regardless of the objective value of an activity or topic, if students do not recognize its value, they may not be motivated to expend effort. However if students clearly see how coursework connects to their goals, interests and concerns, they will be more likely to value it and thus be more motivated to invest time and effort.

- Students do not believe that their efforts will improve their performance.
  If students do not believe that their efforts are likely to improve their performance, they will not be motivated to work hard. Motivation can be affected, for instance, if a course that has a reputation for being inordinately difficult. Students may also have had discouraging experiences in similar courses or on early assignments in a course that convince them they cannot do the work. Additionally, students have beliefs about intelligence and learning that can affect their motivation. If they believe learning is generally fast and easy (and should not be slow or arduous), they may lose motivation when they encounter challenges. Similarly, if they believe intelligence is a fixed quantity (something you do or do not have, but not something you acquire over time), they may not see the point of extra effort. Finally, if students attribute their success to their innate talents rather than effort, they may not be motivated to work. This can happen whether they believe they possess the necessary abilities ("I'm a good writer; I don't need to start my paper early") or lack them ("I'm just no good at math. What's the point of trying?")

- Students are demotivated by the structure and allocation of rewards.
  The structure and allocation of rewards in a course can encourage or discourage effort in several important ways. First, students may lose motivation to work on particular tasks if they do not feel that there will be a payoff for their time and

TEAM NUMBER:- 1
TEAM NAME:- BINARY BRAINS
PROBLEM STATEMENT:- 1 (TO SOLVE PROBLEMS OF EDUCATION)

effort. For example, students may not keep up with the readings for a class if that knowledge is not needed to complete exams and assignments. Second, students may not do an assignment well if the time and effort required is incommensurate with the points they would earn. Third, students may lose motivation to work on specific elements of an assignment if their efforts in those areas are not rewarded (for example, if an instructor urges students to write original arguments, but bases grades primarily on organization and mechanics). In addition to the structure of rewards, the allocation of rewards can influence motivation. Indeed, students may not be motivated to strive for excellence if the instructor does not draw a sufficient distinction between excellent and poor performance. Furthermore, students' motivation will likely suffer if they believe the grading criteria are unclear or inconsistently applied.

- Students have other priorities that compete for their time and attention.
  When a number of different goals are at work simultaneously, an individual's motivation to pursue some goals may affect both their motivation and ability to pursue others. This is certainly true for college students who often (and not always successfully) struggle to balance different goals, which may be academic (e.g., succeeding in their classes, completing double and triple majors), pre-professional (e.g., attending conferences or job fairs), social (e.g., making friends, having fun), and physical (e.g., getting adequate sleep, exercising). Consequently, it is important for instructors to think about how to structure their courses so that students maintain motivation, even when other goals impinge on their time, energy, and attention.

Proposed solution:-

Most of the above problems can be solved by the following solution

Feedback on course quality can be taken by conducting online quizzes. If students are answering a question incorrectly, AI can zero in on the specific information or concepts that students are missing, so educators can deliver targeted improvements in materials or methods. Some students may be shy about taking risks or receiving critical feedback in the classroom but with AI , students can feel comfortable to make the mistakes necessary for learning and receive the feedback they need for improvement. While solving these quizzes, AI based tool can be designed as such to monitor student activities. This monitoring access can be given to parents and teachers. Grades can be awarded for the same adding to the student's points table which can make studying fun and increase their interests with a view of adding on to their points table .Students who have interest in a particular field can be matched to professionals in that field based on the results obtained, so as to increase student interaction and knowledge.