

Perspicacious Classroom Efficacy in Learning

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ABSTRACT:

The Information Revolution is engendering astonishing transformation in virtually all spheres of human activity. But how can these technologies avail to balance the scales of development among learning communities of a developing country like India is an immensely colossal question. This article is an earnest effort to understand the role and utilization of astute classroom among school and college students in Chennai, TamilNadu, India. This study aims to determine the efficacy of perspicacious classrooms on the academic achievement of the schools and college students in Chennai. This essay will seek to conclude with the findings of how the utilization of astute classroom as a scholastic implement. Effect of super school room within the discipline of inductively authorizing and assimilating erudition of reducing aspect opportunity of a high-quality trade in the mundane strategies for inculcating fashion.

Key Words: Education, E-learning, Multimedia, Smart Classroom, Students Community.

I. INTRODUCTION

Technology has come such a long way in the past several years the cognition has transmuted plenary. The facilities available to edifiers and students have become much more technologically advanced. An example of this technology is the keenly intellect classroom. These are classrooms that have been set up with many advances in technology. This endeavour is an outcome of the research carried out among the target as mentioned above group with a scientific questionnaire following the method of participant observation. However, an endeavor has been taken to describe the respondents' views accurately and eliminate in a paramount way the subjective elements as prescribed by the interpretive paradigm.

II. LITERATURE REVIEW

2.1 MATERIALS

This study was carried out among students at schools and College in Chennai, TamilNadu, India. Chennai is one of the most popular metropolitan cities in TamilNadu. The control route of keenly intellectual (Student Media Vigilance to Reduce Television), theory-predicated classroom curriculum to reduce screen time among third and fourth-grade children in two matched public elementary schools (n=181). The intervention of school children

and reduction of television on weekdays and Sunday video game playing compared to controls. Argumentative effects of screen media exposure to suggestions the inhibition of children's screen stretch. Valuables of smarting classroom circumvented by boys and more duly supervised children, Mothers, fathers, and siblings and other children in intervention school. However, philomaths like Dr. Ram Maher (2014), Prakash Chandra Jena (2013), BharathKumar P Mali (2013), AnuragChaudhary (2014), Nitika (2013), Kavita (2013), Shahid (2014), M. RajaRajeswari (2013), Pushpa (2012), Fabienne (2000) some researches on perspicacious classrooms. The findings demonstrate the efficacy of a classroom intervention to reduce screen time among elementary school children and their household members.

III. METHODOLOGY

3.1 Research Tool

In this research, the questionnaire has been used since it is a research instrument consisting of a series of questions and other prompts for precise accumulating information from respondents.

3.2 Purposive Sampling

Non-likelihood inspecting in which the specialist deliberately culls particular components or subjects for consideration in this examination with a concrete end goal to ensure that the components will have certain qualities germane to the investigation. Detail analysis of utilization of the astute classroom and its efficacy among the students of schools and colleges.

3.3 Survey Method

Survey method has been utilized in this research to ken students replication for astute classroom efficacy. The sample of the study included 300 College students and 100 School students in Chennai. The sampling group was arbitrarily culled from the students between the ages of 14 to 17 years in schools and students between the ages of 20 to 25 in colleagues. The research was carried out with an experimental approach.

3.4 In-Depth Interviews

The depth interview is conducted with edifiers in schools and colleagues. Since they interacted with students and experienced in the keenly smart classroom, through their answer, we can ken the values of astute classroom and how far the methods are prosperous in practice. Through their replications, we can get an insight into the keenly smart classroom system.

The result obtained from the survey and depth interview is punctiliously analysed and the result is obtained.

IV. ANALYSIS

This article is the outcome of the study done with 100 respondents from schools, Nursing and Health College in Chennai, TamilNadu, India. The sample of the research included 300 College students and 100 School students

in Chennai. The sampling group was desultorily culled from the student between the ages of 14 to 17 years in schools and students between the ages of 20 to 25 in colleagues. The research was carried out with an experimental approach.

In the following analysis let us visually perceive the utilization of Astute Classroom implements and its accessibility in the student community. As we analyses the efficacy of Perspicacious Classroom with the frequency rate, the results are as below.

Table: 1. Awareness of smart classroom among students

Awareness of Smart class	No of respondent		Total no of respondent
	Yes	No	
	82	18	100

- According to the above table majority of the respondents that is one third of the teenagers answer they are cognizant of astute class anon facilities only respondents were not cognizant of perspicacious classroom.
- The season maybe they are exposed to the astute classroom environment and its benefits.

Table: 2. The smart classroom set up made us a bit lazy

Classroom Set up made Us a bit lazy	No of respondent		Total no of respondent
	Yes	No	
	70	30	100

- According to the above table majority of the students made there responds that astute classroom is making them indolent and dormant because, afore the exordium of keenly intellectual class edifiers use to interact well and there was a communication link between edifiers and students. Introducing the astute class became very infrequent. The students are exposed to the machines than humans, which is one of the most prevalent factors, which make every human indolent. Students refer in the cyber world even for minute information in which every answer are in there fingertip this is another one of the most paramount factors which make the students slothful because they do not refer to books or library through which they will be able to seek more information and get more erudition on a categorical topic.

Table: 3. In a smart classroom system a student has enough space for interaction with the teacher

Interaction with The teacher	No of respondent		Total no of respondent
	Yes	No	
	67	33	100

- The astute classroom speed of edifying might avail the expeditious learn. Because students are of two types, expeditious learners and slow learners. In this classroom, they are able to learn very expeditious because they can visualize, but the slow learners can't do that they can't go with the celerity. So the in the

astute of learning on few students will be able to catch up with the class and perform well in their academics.

- This can be another drawback of astute class.

Table: 4. Smart classroom system become successful with the urban or rural area students

Smart classroom System become Successful	No of respondent		Total no of respondent
	Yes	No	
	63	37	100

- The student who was in the astute classroom, they will have doubts. They might miss some points in the class or while the interaction they are being introduced in a visual manner so they will be able to catch up it more expeditious and more facile.

Table: 5. Students and teachers use up smart classroom effectively

Effectively by The students And teachers	No of respondent		Total no of respondent
	Yes	No	
	52	43	100

- Comparing with the old technic of edifying an astute class is simpler and conferrable, so it is prevalent that all the schools and edifiers will have a facile method of edifying and in students, they are being exposed to their cognition visually so the perspicacious class is being efficaciously utilized by both students and edifiers.

Table: 6. Smart classroom system a student has enough space for interaction with the other student

Interaction with The other Student	No of respondent		Total no of respondent
	Yes	No	
	55	45	100

- During the classroom hours the edifiers will be asking a question and withal interacting well, but in keenly smart class, the students don't interact they are being exposed to the visual aspects, and here the interaction of the preceptor and student is being reduced in a wide range.

Table: 7. Smart classrooms completely do away the traditional methods of teaching

Traditional methods Of teaching	No of respondent		Total no of respondent
	Yes	No	
	44	56	100

- The perspicacious classroom change thoroughly. The traditional way of edifying. Because in the traditional way you will experiment but the perspicacious class way thoroughly transmute everything.

Table: 8. Smart classroom helpful to clear immediate doubts arisen by the students

Immediate doubts Arose by the Students	No of respondent		Total no of respondent
	Yes	No	
	46	54	100

- Doubts can be in any students in any way the thing is that will they elucidate it at that moment itself the students will not be able to come to conclude the doubts that whether they have to elucidate it or not.

Table: 9. We have to add any more features into these smart classrooms

More features Into this smart Classrooms	No of respondent		Total no of respondent
	Yes	No	
	59	41	100

- There is a desideratum for integrating more modern equipment and techniques. Which will make the astute class simpler and conferrable to utilize the updating of the softer wares and the information in it will be precise and in an advanced state.

Table: 10. Smart classrooms automatically react to the entrance of students

Automatically react to the Entrance of students	No of respondent		Total no of respondent
	Yes	No	
	64	36	100

- Since the student are exposed to the visually and less interaction of the edifiers and facile to heedfully aurally perceive the class. Students will be able to get intrigued, and so there is a chance for the students to enter.

Table: 11. Environment change the learning style of a student

Change the Learning style Of a student	No of respondent		Total no of respondent
	Yes	No	
	51	49	100

- There is a chance where the students will have a chance of transmuted the cognition style of the student because the method of edifying style is being transmuted.

Table: 12. A smart classroom shows greater effect on

Shows greater Effect on	No of respondent			Total no of respondent
	Boy	Girl	Both	
	67	33	28	100

- According to the IQ-Test, the girls mind it better than boys mind. So girls are very keen on what they are doing. So, this is more auxiliary for the girls.

Table: 13. More effective in smart classroom

Effective in Smart classroom	No of respondent		Total no of respondent
	Audio	Video	
	22	50	100

The astute classroom students were relish to attend the video class because then the video the audio is more efficacious and fascinating for the students and so the students are active more in the video.

V. FINDINGS

According to the study, the finding reveals the paramouncy of keenly smart class. Majority of the students have the cognizance and vigilance of the astute classroom. Withal most of the replication fells astute class make them less interaction make them slothful the study revealed there are two types of students expeditious and slow learners. The astute class avails expeditious learners. It is the drawback of perspicacious class or negative impact. In perspicacious class students from the urban area and rural area will be able to catch up but the priority is given for the students from the urban area because the students in urban area will be able to cope up with the keenly smart classroom. Comparing the old edifying techniques, keenly smart class are more efficient and carry to utilize so there is a chance that both students and preceptor will depend on the perspicacious class. The students use to interact well in one way either there are no any massive changes on the component of the students in the interaction. The astute classroom plenarily has availed in the field of inculcation and withal it has a massive effect on students but concurrently, it has a consequential vicissitude in the traditional methods of edifying style. Due to the utilization of the class there is chance that it will engender only fewer doubts in students and if arise doubts withal it will be able to avail comparing to the other nations our keenly intellectual classrooms can be more efficacious and subsidiary and for this there is a desideratum for integrating more equipment's and techniques so perspicacious class can have more effect than other students and so it will have a direct interest in the students.

VI. CONCLUSION/SUMMARY

According to the old traditional method of edifying and comparing that with the keenly intellectual class, the incipient perspicacious class type of learning will transmute the cognition style of a student. Visually examining the mind of girls and boys, the girls are more efficacious in utilizing the astute classroom. The video is more efficacious because the sensation of vision worked in the student than words by mouth.

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