A STUDY ON SCOPE OF SMART CLASS ROOMS IN THE GOVERNMENT SCHOOLS FUNCTIONING IN AND AROUND COIMBATORE.

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Keywords:	Abstract
Smart classrooms, Technology, E-Learning	Smart classrooms are basically technologically and electronically enhanced classrooms. The concept of smart classrooms does not completely do away with the traditional method of teaching. Rather it seeks to club the use of technology with conventional methods. For instance, the teacher while teaching a lesson on volcanoes will supplement the information given in books by showing a video of how a volcano erupts. Thus it has been the trend of using these interactive tools for teaching. This study is an attempt to find out the scope of the functioning of smart class rooms in state board schools. The study has been conducted by adopting survey method among the Schools in**,** and around Coimbatore Dist with the help of questionnaire. The sample size of 72 respondents from the area that was chosen for the study. The scope of the study consists of the expectations and the opinion of the respondents toward the smart class. The study is based on descriptive research. Simple random sampling is used for data collection.

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Introduction

Smart classrooms are basically technologically and electronically enhanced classrooms which is the tool used for teaching to the students by the method of E-Learning. E-Learning refers to the use of Internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based on three fundamental criteria:

1. **E-Learning is networked, which makes it capable of instant updating, storage/retrieval, distribution and sharing of instruction or information.**
2. **It is delivered to the end-user via a computer using standard internet technology.**
3. **It focuses on the broadest view of learning—learning solutions that go beyond the traditional paradigms of training.**

Finally, we do a disservice to the advancement of e-learning by referring it as "alternate learning" or "alternate delivery." Some people associate the word "alternate" with "second-rate" or "substitute", or to refer to a classroom equivalent. It can also be construed as describing a temporary or less optimal situation. The bottom line is that "alternate" is a poor choice of words if your goal is to reflect something that has lots of potential. It can become a self-fulfilling prophecy and set expectations that are not in line with your strategic direction. Furthermore, there's no particular reason that the goal of e-learning should be to simply emulate what could be done in the classroom.

Objectives of the Study:

• To find out the awareness of using the smart class room for the students in government schools

• To identify and analyze the scope of smart class rooms among different schools in Coimbatore
• To find out the level of teaching by the smart class rooms.
• To find the opinion of smart class among the parents

There has been spectacular development in the use of E-learning in the past few years; computer-mediated communication has attracted more attention. When e-learning was introduced, it had created excitement among researchers and practitioner. Many educators and researchers had high hopes for e-learning, believing that it would provide more access to information and communication, and would ultimately lead to a new revolution in education. Several studies have been conducted to examine attitudes towards e-learning in west part of the life.

E-learning is a very broad term. It is used to describe any of learning environment that is computer enhanced. There are multiple technologies that can be employed in E-learning. It has become one of those types of words that are so general as to have lost some of its meaning. Distance learning is something that has evolved from the actual traditional classroom and campus.

E-learning began at just about the same time that a computer was developed that was practical for personal use. In fact, the concept and practice of distance learning predates the computer area by almost 100 years. In 1840, shorthand classes were being offered by correspondence courses through the mail. The improvements to the postal service made this method of distance learning popular in the early part of the last century. This led to a large number of "through the mail" type of educational programs. The computer only made distance learning easy and better.

Television recorders and even radio have all made a contribution to distance learning.

E-learning however, became part of the classroom environment from the beginning. The early use of computers was geared to help the classroom instructor. Gradually, as more and more personal computers became available, the idea of online classes was explored by some pioneering Colleges and Universities. The early attempts at distance education were hampered by resistance from traditionalist within the education field.

Research Methodology

This study was compiled with the help of both primary and secondary data. The primary data were collected directly from the Principals and management of the schools with the help of a questionnaire. The secondary data have been collected from the internet and journals, news papers. descriptive research design is adopted for the study. Simple random sampling method is used to collect the data. The sample size is 72.

Analysis and Interpretation

Factors	Category	No. of Respondent	Percentage (%)
Opinion on the Category of the school	Tyre 1	30	41.7
	Tyre 2	28	38.9
	Tyre 3	14	19.4
Details on the strength of the school	Below 300	16	22.2
	301-700	19	26.4
	701-1000	8	11.1
	1001-1400	6	8.3
	Above 1401	23	31.9
Result Produced by the School Last Year	51%-70%	4	5.6
	71%-90%	16	22.2
	91%-100%	36	50.0
	Not applicable	16	22.2
Knowledge of the Product	Poor	5	6.9
	Bad	8	11.1
	Moderate	15	20.8
	Good	27	37.5
	Excellent	17	23.6
Knowledge of Working of the Product	Poor	5	6.9
	Bad	9	12.5
	Moderate	25	34.7
	Good	17	23.6
	Excellent	16	22.2
Necessity of Smart Class	Bad	7	9.7
	Moderate	17	23.6
	Good	16	22.2

Factors	Category	No. of Respondent	Percentage (%)
	Excellent	32	44.4
Fulfillment of Needs	Bad	3	4.2
	Moderate	5	6.9
	Good	23	31.9
	Excellent	41	56.9
Standard of the Product Based on the Usage	Moderate	5	6.9
	Good	21	29.2
	Excellent	46	63.9
Feed Back Received From parents	Moderate	12	16.7
	Good	29	40.3
	Excellent	31	43.1
Idea of Implementation of the Product	To improve the standard of education	33	45.8
	Other schools had implemented	16	22.2
	Force from parent and students	2	2.8
	To attract new admission	12	16.7
	Recommended by others	9	12.5
Percentage of attendance for the Smart Class in School	Below 20%	5	6.9
	21%-45%	7	9.7
	46%-70%	15	20.8
	71%-90%	1	1.4
	91%-100%	32	44.4
	No idea	12	16.7
Interest of Schools Towards the Product	Poor	4	5.6
	Bad	2	2.8
	Moderate	8	11.1
	Good	18	25.0
	Excellent	40	55.6
Interest of Teachers Towards Using of the Product	Bad	4	5.6
	Moderate	25	34.7
	Good	18	25.0
	Excellent	25	34.7
Interest of the Students towards smart class rooms	Moderate	15	20.8
	Good	23	31.9
	Excellent	34	47.2

Factors	Category	No. of Respondent	Percentage (%)
Level of Benefits Obtained by the smart class rooms	Bad	7	9.7
	Moderate	7	9.7
	Good	20	27.8
	Excellent	38	52.8
Level of Benefits Obtained by the Teachers	Moderate	10	13.9
	Good	29	40.3
	Excellent	33	45.8
Level of Benefits Obtained by the Students	Bad	1	1.4
	Moderate	9	12.5
	Good	18	25.0
	Excellent	44	61.1

Chi – Square Test : Overall Scope Vs Satisfaction towards Pricing, Contract, Content, Extra Package, Way of Presentation of Content, Method of Delivery and Service.

Null Hypothesis: Irrespective of the Scope of the product in their school the respondents have the same level of opinion on satisfaction Towards Pricing, Contract, Content, Extra Package, Way of Presentation of Content, Method of Delivery and Service

Alternate Hypothesis: Irrespective of the Scope of the product in their school the respondents have the different level of opinion on satisfaction Towards Pricing, Contract, Content, Extra Package, Way of Presentation of Content, Method of Delivery and Service

	SATISFACTION TOWARDS						
	Pricing	Contract	Content	Extra Package	Method of Delivery	Way of Presentation of Content	Service Method
Chi-Square	39.389^a	26.194^a	22.750^b	35.083^b	33.583^b	77.000^c	78.778^c
Df	4	4	2	2	2	3	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.4.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.0.

c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 18.0

Interpretation

1. From the above table, when **Satisfaction towards Pricing** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

2. When **Satisfaction towards Contract** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

3. When **Satisfaction towards Content** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

4. When **Satisfaction towards Extra Package** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

5. When **Satisfaction towards Method of delivery** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

6. When **Satisfaction towards Way of presentation of Content** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

7. When **Satisfaction towards service** is considered the final value is less than 0.05 the hypothesis is rejected. It states that irrespective of their scope in their school respondents have the same levels of opinion on satisfaction.

8. This shows that Irrespective of the Scope of the product in their school the respondents have the same level of opinion on satisfaction Towards Pricing, Contract, Content, Extra Package, Way of Presentation of Content, Method of Delivery and Service and we accept the Null Hypothesis.

Suggestions:

1. Since the feed back received from parents were excellent, it could be used for reference

2. The content should be prepared for 11TH and 12TH classes also and the content of languages should also be prepared

3. To improve the interest of the teachers some rewards could be given to the most using teachers

4. To improve the service methods service people has to be appointed as regional coordinators to take care of service and regular visit to the schools for the same

5. To improve the content 3d animations, graphics could be used

6. To make contract terms satisfied, it should be made flexible.

7. To increase the number of smart class in the school from the existing level, special offers should be given to them.

8. Instead of giving the hard ware and software, software alone could be rented for the schools.

Conclusion:

The concept of smart class is being important facility in the schools as it helps in improving the effectiveness of teaching. Majority of the respondents were satisfied about the facilities and all the benefits, of smart class. Since many of the respondents are feel satisfied in excellent level with its facilities and features. So, we could conclude that there is excellent scope for smart class in coimbatore and to make it the most effective the schools should develop itself more and more in the future than past.

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