

IMPACT OF SMART CLASS IN TEACHERS' TRAINING PROGRAMME: A CASE STUDY

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ABSTRACT

Technological enhancement is gradually changing our education system from 'Gurukul' to present era. The researchers tried to find out the impact of smart classroom in Teachers' Training Programme. A sample of 30 teacher-educators and 80 teacher-students were selected randomly by using purposive sampling technique for collection of necessary data. Self development questionnaire was used for data collection from the selected respondents. Data were analyzed by using quantitative method. Results showed that most of the teacher educators and teacher-students were not aware about smart class practically as facility of smart class was not available in their colleges.

Keywords:

Introduction:

In the present century if we talk art, culture, science or technology, change is seen in every dimension. In the educational field this transition is observed also. If we go back to the gurukul system of education we find that the whole teaching-learning process used to be carried out under the shade of the tree. This tradition of gurukul has been left behind with the modernized culture. With the passing of time schools were formed, a proper curriculum was framed; teachers were given various training, emphasis was given to different methodology and use of different teaching-learning- materials (Nathan, N. 2013). The very first line of Kothari Commission termed as 'the destiny of India is now being shaped in her classroom.' So without classroom development and orientation, quality education and quality product would not be made. In the era of knowledge explosions to meet these needs, the most innovative revolutionary technology implemented in the field of education. According to NCTE-2014 Regulation, it is seen that teachers' training programme has been two years for qualitative improvement of teachers. To maintain the quality of the teachers as well as the students to motivate the learners of present time and their concrete concept development, uses of technology in education as well as smart classroom is the need of the hour. To quote David Warlick-

"We need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time and it is the lens through which we experience much of our world."

Concept of smart classroom:

A smart classroom is one occupied with multimedia components designed to enhance teaching-learning practice. It has brought a great transformation replacing the traditional chalk and talk method. Using projectors, white boards, computers can make the learning process more enjoyable, user friendly. It helps to understand theoretical concepts in a livelier fashion. It creates a multi-model environment where the learners are able to participate. The main components of smart classrooms system are video projection system, audio system, 12' LCD control software etc.

The generation which has grown up on technologies such as Google, Face-book e.t.c. there has been a shift in the 'neo millennial' learning style where passive text book teaching of 'what' has shifted to a more dynamic approach of 'why' and 'how'. Similarly, the teachers also realize the potential of these digital classroom as 'the charts, diagrams and props are replaced with beating hearts and animated stories- something which is far more engaging to students. According to Seetha (2013) the techno-visionaries have prophesied that the digital education is the future where the students get personalized learning environment and instantaneous feedback. All the students may not understand the teaching methodology of a teacher but can understand easily by smart classes. So e-learning is absolutely better that chalk and talk method.

Objectives:

- i) To study the teacher-students' awareness regarding smart classroom.
- ii) To study the teacher- educators' awareness regarding smart classroom

Major Research Questions:

- i) Whether majority of the teacher-students possess positively aware about the smart classroom?
- ii) Whether majority of the teacher-educators possess positively aware about the smart classroom?

- iii) Whether teaching experience of teacher-educators influences the awareness level about smart classroom?

Sample:

In the present study the researchers selected 80 teachers-students and 30 teacher-educators from four NCTE recognized teachers' training institutions from the Purba Medinipur. The researchers used purposive sampling technique for data collection. Around 40 teachers-educators and 90 teacher-students received the questionnaire and only 30 teachers-educators and 80 teacher-students have returned completely.

Tool:

A questionnaire was used for the data collection, which was developed by using a 2 point scale consisting twelve statements. These twelve statements in the questionnaire were finalized after a thorough review of literature and all the statements reflected the value of smart class in the field of teachers' training course.

Result:

Table 1 shows the awareness level of the teacher-students regarding smart class:

	Number	Yes		No	
		Y	%	No	%
Male	45	12	15	33	41
Female	35	10	13	25	31
Total	80	22	28	58	72

From this table it is observed that most of the teachers-students (72%) were not aware about the smart class

Table 2 shows the awareness level of the teacher-educators regarding smart class

	Number	Yes		No	
		Y	%	No	%
Male	16	7	23	9	30
Female	14	6	20	8	27
Total	30	13	43	17	57

This table showed that most of the teacher-educators were not aware (57%) regarding smart class.

Table 3 shows the awareness level of the teacher-educators regarding smart classroom practically:

	Number	Yes		No	
		Y	%	No	%
Male	16	4	13	12	40
Female	14	3	10	11	37
Total	30	7	23	23	77

Table no. 3 showed that most of the teacher-educators were not aware (77%) regarding smart class practically.

Table 4 shows the awareness level of the teacher-educators regarding smart classroom on the basis of their teaching experience (above 5 years):

	Number	Yes		No	
		Y	%	No	%
Male	11	3	15	8	40
Female	9	3	15	6	30
Total	20	6	30	14	70

It is observed that the older teacher educators (30%) were less aware regarding smart class than the newly teacher-educators (70%).

Table 5 shows the awareness level of the teacher-educators regarding smart class on the basis of their teaching experience (below 5 years):

	Number	Yes		No	
		Y	%	No	%
Male	5	4	40	1	10
Female	5	3	30	2	20
Total	10	7	70	3	30

It is observed that the newly teacher educators (70%) were less aware regarding smart class than the newly teacher-educators (30%).

Findings:

- Most of the teachers-students were not aware about the smart class
- It is found that most of the teacher-educators were not aware regarding smart class.
- It is observed that the older teacher educators were less aware regarding smart class than the newly teacher-educators.
- It is observed that the older teacher educators were less aware regarding smart class than the newly teacher-educators.
- It is observed that the newly teacher educators were less aware regarding smart class than the newly teacher-educators.

Discussion:

The purpose of the paper was to determine the study of awareness regarding Smart classes of the teacher-students and teacher educators. The main findings were that most of the teacher students were not aware regarding smart classroom. The study also revealed that the major portion of the teacher-educators also were not aware regarding smart classroom. Study by Nathan, N. (2013) also suggested that teacher educators orientation regarding smart class and ICT based learning is essential for qualitative education. The researchers found at the time of data collection that some of the students were theoretically aware, at the same time interested in smart classes but they did not get any scope to use it practically.

Another finding also found that some of the teachers were aware about smart class but due to the lack of infrastructural facility in their teachers' training institute, they did not get scope to use it practically. Another finding observed that newly teachers were more aware of smart classes rather than old ones. It is fact that newly teachers were more aware of smart classes as they use technology more and more. At the same time they have come from newly B. Ed. syllabus which is included with smart classroom concept. Findings of Sridharan & Krishnakumar., (2015) highlighted that teachers attitude towards ICT and Smart class are increasing day by day.

So, the researchers conclude that both the teacher-students and teacher-educators will be benefitted and learning would be more enjoyable through the smart classes. It will also keep the teachers updated and make the teaching-learning more innovative, effective and joyful.

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