Classroom Mood and Attention Monitoring system Enhancing Student Well Being

1st Prof. Najmusher H
Computer Science And Engineering
HKBK College Of Engineering
Bengaluru, India
najmasherh.cs@hkbk.edu.in

2nd Abdul Ahad Siddique
Computer Science And Engineering
HKBK College Of Engineering
Bengaluru, India
abdul983920@gmail.com

3rd A Shireesha
Computer Science And Engineering
HKBK College Of Engineering
Bengaluru, India
sirirc197@gmail.com

4th Bhavya
Computer Science And Engineering
HKBK College Of Engineering
Bengaluru, India
bhavyaa978@gmail.com

5th Bharat Bhushan
Computer Science And Engineering
HKBK College Of Engineering
Bengaluru, India
bbjee2019@gmail.com

***Abstract*—In the domain of education, the integration of machine learning methodologies for student assessment and stress detection has emerged as a critical area of investigation. This paper explores the application of computationally intelligent techniques, particularly sentiment analysis and natural language processing, for the analysis and interpretation of teachers' textual feedback in academic reports. Through sentiment analysis, qualitative feedback is quantified, enabling a comprehensive evaluation of students' academic progress encompassing behavioural aspects, attendance, and achievement. Moreover, this study investigates the correlation between learning behaviour data and classroom performance, emphasising the importance of analysing unstructured data including video, audio, and image inputs to comprehend students' behaviours and learning patterns. Utilising big data technology and predictive modelling, this research aims to augment teaching efficacy, enhance learning outcomes, and establish a framework for real-time assessment of teachers' performance. Furthermore, the project endeavours to develop a system capable of discerning students' emotions and stress levels using machine learning algorithms. By analysing facial expressions and other behavioural indicators, the system endeavours to furnish timely feedback to both teachers and students, fostering a supportive learning milieu conducive to academic achievement.**

In essence, this research underscores the significance of harnessing advanced technologies such as machine learning, sentiment analysis, and predictive modelling to enrich student assessment, stress detection, and overall educational achievements.

***Index Terms*—Emotion Detection, Stress Recognition, Machine Learning, Student Evaluation, Facial Expression Analysis**

I. INTRODUCTION

The "Classroom Mood and attention Monitoring System" is a system that aims to recognise stress levels in students and provide feedback to reduce stress. The system utilises high-dimensional features extracted from face images acquired by a general camera and the location of the facial landmarks that shows significant changes when stressed.

Fig. 1 Smart Classroom

Additionally, it aims to monitor student progress and share results with parents or guardians to provide context on their child's learning and progress. The system's ability to reliably identify patterns related to affective states holds promise for future extensive experiments in stress assessment, as it can be useful in understanding the factors influencing identifiable affective changes and improving affective conditions. The system's focus on stress detection and emotion recognition highlights the potential impact on student well-being and academic performance. By providing valuable feedback to reduce stress, the system can enhance the overall well- being of students.

The system's utilisation of machine learning techniques to recognise stress and emotional states reflects its commitment to providing valuable feedback to reduce stress. The system's ability to reliably identify patterns related to affective states holds promise for future extensive experiments in stress assessment, as it can be useful in understanding the factors influencing identifiable affective changes and improving affective conditions.

The system's focus on stress detection and emotion recognition highlights the potential impact on student well-being and academic performance. By providing valuable feedback to reduce stress, the system can enhance the overall well-being of students. The system's ability to monitor student progress and share results with parents or guardians provides context on their child's learning and progress. The system's utilisation of high-dimensional features extracted from face images acquired by a general camera and the location of facial landmarks that exhibit significant changes when individuals experience stress reflects its commitment to leveraging machine learning techniques to recognise stress and emotional states. This emphasis on machine learning techniques underscores the system's potential to provide valuable feedbackto reduce stress and enhance the overall well-being of students.

In conclusion, the "Classroom Mood and attention Monitoring System" is a system that aims to recognise stress levels in students and provide feedback to reduce stress. The system's utilisation of high-dimensional features extracted from face images acquired by a general camera and the location of facial landmarks that exhibit significant changes when individuals experience stress reflects its commitment to leveraging machine learning techniques to recognise stress and emotional states. The system's focus on stress detection and emotion recognition highlights the potential impact on student well-being and academic performance. By providing valuable feedback to reduce stress, the system can enhance the overall well-being of students. The system's ability to monitor student progress and share results with parents or guardians provides context on their child's learning and progress.

II. BACKGROUND

In recent years, there has been a growing interest in understanding and enhancing the learning environment in classrooms. Traditional methods of assessing student engagement and mood, such as surveys and observation, have limitations in terms of accuracy and real-time feedback. To address this challenge, researchers and educators have turned to technology to develop innovative solutions for monitoring classroom mood and attention.

The motivation behind the development of a classroom mood and attention monitoring system stems from the recognition of the importance of student well-being and engagement in the learning process. Studies have shown that students who are actively engaged and in a positive mood are more likely to perform better academically and have higher levels of satisfaction with their learning experience. By monitoring classroom mood and attention in real-time, educators can gain valuable insights into student behaviour and emotions, allowing them to make timely interventions and create a more supportive learning environment.

Existing solutions for monitoring classroom mood and attention often rely on manual observation or wearable devices. While these methods can be effective, they have limitations in terms of scalability, privacy concerns, and cost. A camera-equipped system offers a non-intrusive and cost-effective alternative that can capture a wide range of student behaviours and interactions without the need for additional equipment.

In this study, we propose the development of a camera-equipped classroom mood and attention monitoring system that uses computer vision algorithms to analyse student behaviour and attention in real-time. The system will be able to detect facial expressions, body language, and other visual cues to infer student mood and engagement levels. By providing teachers with real-time feedback, the system can help them adjust their teaching strategies to better meet the needs of individual students and improve overall classroom dynamics.

Real-time monitoring: The system provides educators with real-time insights into student mood and attention, allowing for immediate intervention if needed.
Scalability: The system can be easily deployed in classrooms of all sizes without the need for additional equipment.
Privacy considerations: The system can be designed with privacy in mind, ensuring that student data is protected and anonymised. A camera-equipped classroom mood and attention monitoring system has the potential to revolutionise the way educators understand and respond to student behavior. By providing real-time insights into student engagement, such a system can help create more supportive and effective learning environments for all students.

The data collected from the camera will be analysed using machine learning algorithm to extract meaningful insights about the student behaviour. These insights can include metrics such as overall engagement levels, individual student participation, and attention span. The system can also provide aggregated reports to teachers and administrators to help them understand classroom dynamics and identify areas for improvement.

The system will include a user-friendly interface for teachers and administrators to access and analyse the data collected by the monitoring system. The interface can display real-time data, historical trends, and customisable reports to help educators make informed decisions about classroom management and teaching strategies. The camera-equipped classroom mood and attention monitoring system can serve as a foundation for future research and development in the field of educational technology. By continuously refining and improving the system, educators can gain deeper insights into student behaviour and engagement, leading to more effective teaching practices and better learning outcomes.

III. LITERATURE REVIEW

In recent years, research has focused on using machine learning, especially deep learning, for emotion recognition and stress detection. Studies address challenges in accurate facial image analysis and stress recognition, exploring methods like deep learning for improved precision. The literature includes discussions on dataset creation, facial expression recognition, and interpreting stress indicators. This review aims to provide a comprehensive understanding of machine learning-driven stress detection in educational settings. [1] The paper "Identifying and Monitoring Students' Classroom Learning Behaviour Based on Multi-source Information" uses computer vision and AI to analyse student behaviours in real-time. It employs target detection and tracking to capture student images and a deep spatiotemporal residual CNN to recognise behaviours. The model outperforms existing ones in behaviour recognition, as demonstrated by experiments with labeled datasets. [2] The case report discusses using YOLOv5 architecture for training models to recognise student behaviours and emotions in classrooms. It explains YOLOv5 structure for feature extraction, aggregation, and output generation, and covers the DeepSORT algorithm for object tracking and attendance monitoring using face recognition. The report outlines data preparation methods and experiments show the accuracy of different YOLOv5 model sizes, tested in a real classroom setting with privacy measures. [3] The paper describes a system to evaluate classroom attention by monitoring students' reactions during lectures using non-intrusive video observations. It focuses on indicating drops in concentration to help teachers adjust their teaching methods, employing metrics like body motion and gaze direction. The system aims to provide real-time or post-lecture reports to teachers without identifying individual students. It progresses through phases of data acquisition, feature extraction, and machine learning algorithms for recognising stress and emotional states in real-time. The goal is to improve classroom learning experiences by enhancing teacher awareness and adjustments based on attention levels. [4] The paper discusses using convolutional neural networks and transfer learning to classify student engagement actions in classrooms based on gestures and postures. It achieved an 80.8% accuracy rate but faced challenges with misclassification due to similar actions. Future work includes expanding the dataset and implementing multi-stream neural networks for a more comprehensive intelligent tutoring system. [5] Neil Allison's 2020 study examines students' attention patterns in language learning classrooms, focusing on sustained attention. The research found fluctuations in attention levels across different interaction types and lesson stages. It emphasises the importance of student-centerer approaches and suggests brief exercise break to enhance attention. [6] The paper introduces a computer vision-based system using recurrent neural networks to monitor students' attention levels in online lectures through facial landmarks. It validates the system's effectiveness with over 3000 sequences, highlighting its potential to enhance learning outcomes by adapting teaching strategies based on students' engagement. [7] The study explores student engagement in classrooms using machine learning. It defines engagement as behavioural, emotional, and cognitive involvement and predicts it using data from a Virtual Learning Environment. The CATBoost model outperforms others, achieving 92.23% accuracy. The research emphasises the importance of predicting engagement for adaptive learning environments and early intervention to enhance student success. [8] The paper introduces a system using computer vision and deep learning to monitor student attention during lectures. It analyses eye openness and facial expressions for real-time feedback and aims to improve learning experiences. [9] The paper proposes an automated classroom monitoring system using deep learning for facial and emotion recognition to assist teachers in understanding students' emotional states during learning activities. [10] The study explores the relationship between student engagement and academic performance across 14 colleges and universities. It finds that engagement is positively associated with learning outcomes, particularly for students with lower academic abilities, and that institutions vary in their ability to translate engagement into academic success. [11] The review examines student engagement and educational technology in higher education from 1995 to 2016, highlighting disparities in research coverage and methodologies. It notes a significant gap in the conceptualisation of student engagement, with 93% of studies lacking a defined concept, and a lack of research questions in 41% of studies, particularly in quantitative studies without theoretical frameworks. [12] The study uses machine learning to assess students' engagement in classroom instruction, analysing indicators like head pose and facial expressions. It validates its approach through correlations with self-reported activities and shows predictive validity with knowledge test scores. [13] The study explores using computer vision and machine learning to translate students' head movements into attention levels in classrooms. Initial findings suggest a correlation between head motion and reported attention, but more contextual cues are needed for precise classification. [14] The study developed the iSEED System, which uses CNN-based emotion detection and eye-tracking models to assess student engagement in e-learning. It categorises engagement levels and helps lecturers adjust their teaching methods. The system can identify unfavourable emotions like boredom without physical touch devices. [15] The study created the iSEED System for e-learning, using CNN-based models to detect student emotions and eye movements. It categorises engagement levels and helps lecturers adjust teaching methods, without needing physical touch devices.

IV. SYSTEM MODEL

A. *Architecture*

The classroom mood and attention monitoring system equipped with cameras and Raspberry Pi consists of multiple cameras placed strategically in the classroom to capture students' facial expressions and body language. The Raspberry Pi serves as the central processing unit, receiving video feeds from the cameras and running algorithms for mood and attention monitoring. A video processing unit processes the video feeds to extract relevant information such as facial expressions and body movements. Machine learning algorithms analyse the video feeds in real-time to assess students' moods and attention levels. The system also includes components for data storage and management, user interface for viewing data, an alert system for notifying teachers or administrators of low attention levels, and networking for seamless communication between components. Overall, the system combines hardware components like cameras and Raspberry Pi with software components such as machine learning algorithms to effectively monitor and analyze classroom mood and attention.

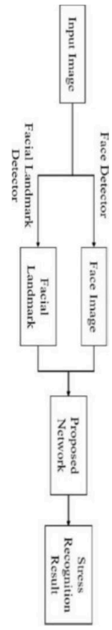

Fig. 2. Flowchart of the overall framework

B. *Hardware and Software*

The classroom mood and attention monitoring system equipped with cameras and Raspberry Pi consists of hardware components such as multiple cameras placed strategically in the classroom and a Raspberry Pi serving as the central processing unit. Networking equipment is used to connect the cameras, Raspberry Pi, and other components for seamless communication and data transfer. On the software side, the system includes video processing software to extract relevant information from the video feeds, machine learning algorithms for real-time analysis of students' moods and attention levels, and data storage and management software to store processed data. Additionally, there is a user interface software for teachers or administrators to view real-time and historical data, and an alert system software to notify them of low attention levels or significant behaviour changes.

COMPONENT	DESCRIPTION
Camera	Multiple cameras placed in the classroom to capture students' facial expressions, body language, and overall behavior.
Raspberry Pi	Serves as the central processing unit, receiving video feeds from the cameras and running the necessary algorithms for mood and attention monitoring.
Networking equipment	Connects the cameras, Raspberry Pi, and other components to ensure seamless communication and data transfer.
Video processing software	Processes the video feeds to extract relevant information such as facial expressions, body movements, and overall classroom dynamics.
Machine learning algorithms	Analyze the video feeds in real-time to assess students' moods and attention levels.
Data storage and management software	Stores the processed data for further analysis and future reference.
User interface software	Provides a graphical interface for teachers or administrators to view real-time and historical data on student mood and attention, and may include features for generating reports and insights.

Fig. 3. System component and its Description

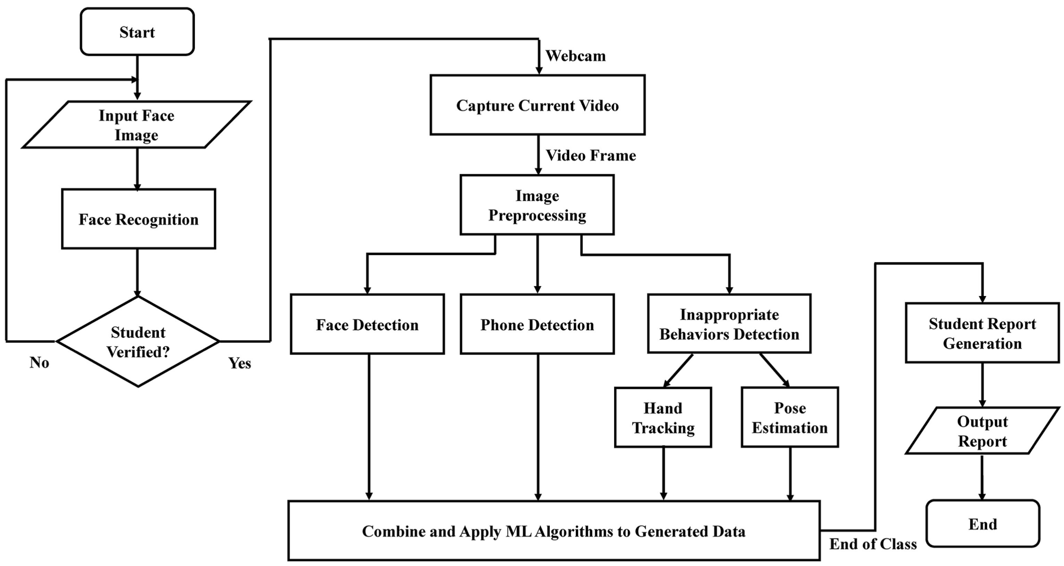

Fig. 4. Use Case Diagram

The fig. 4 represent the use case diagram which is at its simplest representation of a user's interaction with the system. It shows the relationships between these use cases and the actors. Use case diagrams are often used in software development to define the system's functionality from a user's perspective and to clarify the system's scope and boundaries.

Camera: Multiple cameras placed in the classroom to capture students' facial expressions, body language, and overall behaviour.
Raspberry Pi: Serves as the central processing unit, receiving video feeds from the cameras and running the necessary algorithms for mood and attention monitoring.
Networking equipment: Connects the cameras, Raspberry Pi, and other components to ensure seamless communication and data transfer.
Video processing software: Processes the video feeds to extract relevant information such as facial expressions, body movements, and overall classroom dynamics.
Machine learning algorithms: Analyse the video feeds in real-time to assess students' moods and attention levels.
Data storage and management software: Stores the processed data for further analysis and future reference.
User interface software: Provides a graphical interface for teachers or administrators to view real-time and historical data on student mood and attention, and may include features for generating reports and insights.
Alert system software: Notifies teachers or administrators in real-time when attention levels are low or if there are significant changes in student behaviour that may require intervention.

C. *Data Collection*

The data collection process of the classroom mood and attention monitoring system begins with cameras capturing live video feeds of students' behaviour, including facial expressions and body language. The Raspberry Pi receives and processes these feeds, extracting features related to mood and attention using machine learning algorithms. These features, along with other relevant data, are stored in a database or cloud storage for further analysis. The system continuously analyses the feeds in real-time, updating the stored data and providing immediate feedback. Teachers or administrators can interact with the system through a user interface to view this data, generate reports, and receive alerts about student behaviour. Privacy considerations are paramount, ensuring sensitive information is protected and used responsibly.

D. *Proposed Network*

The proposed network architecture for the "Student Evaluation and Stress Detection System using Machine Learning" is a sophisticated framework comprising interconnected components designed to comprehensively assess and monitor students' emotional well-being in educational environments. Initial data acquisition involves non-invasive sensors to capture real-time facial images and physiological signals, providing a holistic view of students' emotional states and stress levels.

The acquired data undergoes intricate processing, encompassing facial image analysis for the extraction of facial landmarks and preprocessing of physiological signals to derive affective features. These extracted features serve as pivotal inputs for advanced machine learning algorithms, particularly deep neural networks, which are strategically employed for the recognition and classification of stress and emotional states.

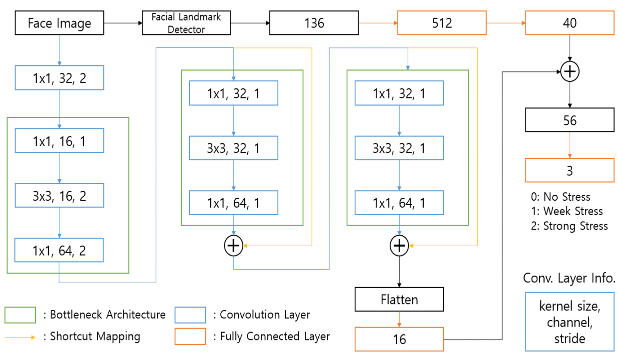

Fig. 5. Structure of Proposed Network

The fig. 5 represents the structure of proposed network. The network architecture is meticulously structured to enable continuous monitoring and analysis, allowing educators to gain valuable insights into students' well-being. The real-time nature of the system facilitates timely intervention and support. Moreover, supplementary elements are integrated into the framework, including robust data storage mechanisms, visualisation tools, and seamless integration with existing classroom monitoring systems. This augmentation enhances the overall functionality and utility of the network, providing educators with a comprehensive toolset for understanding and responding to students' emotional well-being within educational settings.

D. Result

The results of the classroom mood and attention monitoring system equipped with cameras and Raspberry Pi include:

Real-time Monitoring: The system can monitor students' mood and attention levels in real-time, providing immediate feedback to teachers.
Improved Classroom Dynamics: By understanding students' engagement levels, teachers can adjust their teaching methods to better suit the class's needs.
Insights and Reports: The system can generate insights and reports based on the collected data, helping teachers and administrators make informed decisions about classroom management and student support.
Early Intervention: The system can alert teachers to students who may need additional support or intervention, such as those showing signs of disengagement or distress.
Data-driven Teaching: Teachers can use the data collected by the system to inform their teaching practices, ensuring that they are effectively engaging students and promoting a positive learning environment.

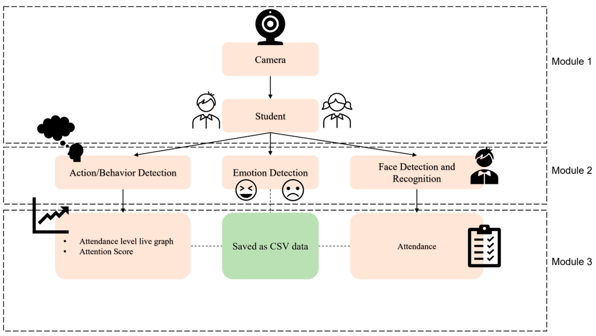

Fig. 6. Activity Diagram

The fig. 6 represents the activity diagram flow of activities or actions within a system or process. It visually shows the sequence of actions, decision points, and parallel activities that occur in a process. Activity diagrams are often used to model business processes, workflows, and the logic of a system's operation. They help to visualize the steps involved in a process and how these steps are interconnected.

The fig. 7 represents the Implemented model that refers to the detailed design and structure of a system that is created based on the requirements specified in earlier stages of the development process. It includes the architectural design, component specifications, data structures, algorithms, and other technical details needed to build the system. The implementation model serves as a blueprint for developers to follow when coding the system, ensuring that it meets the functional and non-functional requirements outlined in the earlier stages of development.

System Efficiency: The system efficiency of a classroom mood and attention monitoring system equipped with cameras and Raspberry Pi depends on various factors such as the quality of the cameras, the processing power of the Raspberry Pi, the algorithms used for mood and attention detection, and the overall system design.

i. Camera Quality: High-quality cameras with good resolution and frame rates are essential for accurate mood and attention monitoring. Low-quality cameras may result in inaccurate or unreliable data.
ii. Raspberry pi Performance: The performance of the Raspberry Pi, including its CPU, memory, and storage capabilities, will impact the system's efficiency. A more powerful Raspberry Pi model will be able to process data faster and handle more complex algorithms.
iii. Algorithms: The efficiency of the mood and attention detection algorithms used in the system is crucial. Efficient algorithms can process data quickly and accurately, while inefficient algorithms may lead to delays or inaccuracies.
iv. System Design: The overall design of the system, including how data is captured, processed, and stored, can affect its efficiency. A well-designed system will minimise bottlenecks and ensure smooth operation.

Fig. 7. Implemented Model

User Feedback: User feedback for the classroom mood and attention monitoring system equipped with cameras and Raspberry Pi can be crucial for its improvement and optimization. Here are some potential areas where user feedback can be valuable:

i. User Interface: Gather feedback on the user interface design to ensure it is intuitive and user-friendly for teachers and administrators.
ii. Accuracy and Reliability: Assess user feedback on the system's accuracy in detecting mood and attention levels to identify any areas for improvement.

iii. Real-time monitoring: Understand user satisfaction with the real-time monitoring capabilities of the system and whether it meets their expectations.
iv. Alerts and Notifications: Evaluate user feedback on the effectiveness of alerts and notifications for identifying students who may need additional support.
v. Data Privacy: Address any concerns or feedback regarding data privacy and ensure that the system complies with relevant regulations and guidelines.
vi. Integration and Compatibility: Gather feedback on the system's integration with existing classroom technologies and its compatibility with different devices and platforms.
vii. Performance and Efficiency: Collect feedback on the overall performance and efficiency of the system, including its responsiveness and speed in processing data.
viii. Training and Support: Evaluate user feedback on the training and support provided for using the system and identify any areas where additional support may be needed.

V. CONCLUSION

The "Classroom Mood and Attention Monitoring System" project has demonstrated the feasibility and potential of using machine learning algorithms and physiological sensing to detect stress and emotional states in real-time classroom environments. The system's performance has been validated, highlighting its effectiveness in providing valuable insights into students' well-being and academic performance. The project has identified areas for further improvement and expansion, such as enhancing the system's accuracy through additional data sources and exploring new machine learning models. The system's potential impact on student well-being, academic performance, and classroom dynamics has been discussed, emphasizing the importance of early stress detection and intervention. Overall, the project has contributed to the field of educational technology and student well-being, providing a roadmap for future research and practical implementation.

VI. FUTURE WORK

Future work for the Classroom Mood and Attention Monitoring System includes refining machine learning algorithms for increased accuracy in mood and attention detection. Integrating additional data sources, such as heart rate monitors, could provide a more comprehensive understanding of students' emotional states. Implementing real-time feedback mechanisms based on system analysis could allow for immediate interventions to improve classroom dynamics. Long-term monitoring and analysis capabilities could offer insights into trends and interventions. Addressing privacy concerns and ensuring ethical data collection and analysis practices are essential. Enhancing the user interface and integrating the system with existing learning management systems could improve usability. Further validation and testing in diverse classroom settings will be necessary to ensure effectiveness and reliability.

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