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Empowering Agricultural Education: A Framework for Interactive Learning and Live-streaming utilizing Smart Boards

Rajni Prabha Kori*, Pooja Upadhyay*, Nutan Panika*
* Research Scholar -Krishi Vigyan Kendra, Jawaharlal Nehru Krishi VishwaVidyalaya
*Research Scholar -Computer Science & Applications, Mahakaushal University, Jabalpur, Madhya Pradesh, India
**Government Industrial Training Institute, Anuppur, Madhya Pradesh, India

ABSTRACT

The modernization of agriculture relies heavily on the rapid and effective transfer of complex agronomic knowledge to rural communities. Smart boards combined with live streaming technologies offer a compelling interactive medium to disseminate this crucial educational content directly to farmers and extension workers. However, the practical deployment of these technologies in rural settings is severely hindered by limited network infrastructure and a lack of pedagogical tools designed for agricultural contexts. This paper proposes a comprehensive, multimodal framework that integrates smart board interactions with bandwidth-optimized live streaming to facilitate scalable and engaging agricultural education for better performance and an increase in farmers' income.

Keywords — *Live streaming technologies, agricultural education.*

I. INTRODUCTION

The global agricultural sector faces an escalating need for continuous education and rapid knowledge dissemination to combat the challenges of climate change and food security. Traditional agricultural extension programs often struggle with scalability, as sending experts to geographically dispersed farms is both time-consuming and resource-intensive. Recently, the advent of interactive digital tools has opened new pathways for remote education, allowing instructors to illustrate complex environmental concepts visually. Smart boards, when coupled with live streaming platforms, present a highly promising solution by enabling real-time, interactive demonstrations of crop cycles, pest management, and soil chemistry.

Despite the theoretical benefits, establishing an effective live educational environment for agriculture involves overcoming significant socio-technical hurdles. The core problem lies in delivering high-fidelity, interactive, and uninterrupted educational content to remote areas where network connectivity is notoriously unreliable. Furthermore, the streaming architecture must support complex multimodal inputs—such as the instructor's voice, physical gestures on the smart board, and real-time audience questions—without introducing cognitive overload for the learners. Consequently, deploying educational live streams in agriculture requires a fundamental rethinking of both network delivery and pedagogical engagement strategies.

II. LITERATURE REVIEW

Existing approaches to remote education and live streaming are insufficient for this specific agricultural context for several critical reasons.

First, conventional crowd-sourced live streaming heavily relies on high-capacity edge networks, meaning that the limited uplink capacity characteristic of rural Wi-Fi or 4G networks makes high-bitrate streaming fundamentally impossible without specialized intervention (Wu et al., 2016).

Second, standard streaming platforms often treat content delivery as a passive broadcasting exercise, lacking the structured viewer-streamer interaction mechanisms necessary for complex skill acquisition (Chen et al., 2020).

These generic platforms fail to accommodate the unique multimodal nature of interactive whiteboard sessions, which require precise temporal alignment of visual annotations and verbal explanations.

To address these systemic deficiencies, this paper introduces a tailored framework designed specifically for agricultural extension services. The primary contributions of this paper are detailed as follows:

I. We propose a novel bandwidth-aggregation pipeline that seamlessly integrates multiple rural edge networks to ensure the stable transmission of high-resolution smart board data.
II. We introduce a multimodal interactive learning module that automatically generates pedagogical highlights and structured bullet comments to enhance viewer engagement and comprehension in real-time.

Educational Live Streaming and User Engagement

The integration of live streaming into educational practices has garnered significant attention, particularly in subjects requiring real-time problem-solving demonstrations. Research into live streaming for computer programming education reveals that viewers highly value the ability to shape the learning experience through direct, real-time communication with the streamer (Chen et al., 2020). Furthermore, investigations into live streaming practices emphasize that various aspects of broadcast content, alongside integrated reward systems and fan group-chats, are essential for maintaining user engagement (Lu et al., 2018). The strength of these existing platforms lies in their ability to foster vibrant online communities. However, a major weakness is their lack of specialized support for agricultural contexts, where learners require explicit visual diagramming and hardware-based interactive surfaces rather than standard desktop screen sharing. This work diverges from generic platforms by explicitly optimizing the user interface and engagement mechanisms around physical smart board interactions.

Network Optimization and Distributed Streaming

Delivering live video content across constrained environments necessitates robust network optimization strategies. To combat the limited uplink capacity of individual edge networks, recent systems have proposed aggregating network resources from multiple diverse connections, such as combining Wi-Fi and 4G via edge proxy boxes (Wu et al., 2016). Additionally, managing the heterogeneity of bandwidths is critical, as varying node capacities can drastically impact transmission delays in distributed, chunk-based streaming (Mathieu, 2009). In peer-to-peer (P2P) systems, overlay topologies must be locality-aware to minimize delays and bandwidth usage while maintaining resilience against peer drop-outs (Clegg et al., 2013), and specialized congestion control protocols must be implemented to manage non-persistent live traffic (Efthymiopoulos et al., 2015). Furthermore, subjective evaluations of bitrate-constrained live streaming demonstrate that dynamically balancing compression strength and frame rate is crucial for maintaining perceptual quality (He et al., 2026). While these networking approaches are highly effective at maintaining throughput, they treat all data packets equally. Our proposed framework builds upon these concepts but introduces an application-aware layer that prioritizes the transmission of smart board coordinate data over background video frames during periods of extreme network congestion.

Multimodal Interaction and Highlight Generation

Recent advancements in artificial intelligence have facilitated the automated processing of complex multimedia streams. Multimodal transformers have been successfully developed to handle the temporal shift of cross-modal signals—including images, audio, and text comments—enabling real-time prediction of stream highlights without relying on future frames (Deng et al., 2024). In the realm of entertainment, generating AI-driven bullet comments based on extracted highlights has proven effective in promoting audience enjoyment and mental well-being during live broadcasts (Xu et al., 2021). The core strength of these AI-driven models is their ability to synthesize vast amounts of unstructured stream data into digestible interactive elements. However, their primary weakness is that they are predominantly trained on gaming and entertainment datasets, making them ill-suited for educational milestones. This paper adapts the underlying multimodal transformer architecture specifically to recognize pedagogical highlights, such as when an instructor circles a critical concept on the smart board.

III. FRAMEWORK AND METHODS

This paper is based on a comprehensive review of the fastest way to disseminate agricultural information and education by the use of smart board technologies. To realize the potential of smart board-enabled live streaming in agriculture, we propose the "Agri-Interactive Streaming Architecture" (AISA). The framework operates through a structured, three-module pipeline designed to handle data capture, network transmission and user interaction

1. ***Multimodal Capture Module:***
The system synchronizes the video feed of the instructor with the digital vector data generated by the smart board.
2. ***Aggregated Edge Transmission Module:*** Utilizing an aggregation proxy, the system combines available rural 3G/4G and satellite connections to upload the multimodal stream, dynamically allocating bandwidth based on real-time network characteristics.
3. ***Pedagogical Interaction Module:***
An embedded multimodal transformer analyzes the incoming stream to automatically generate time stamped highlights whenever key agronomic terms are written on the board.

The design choices within this framework are heavily driven by the environmental realities of agricultural education. The decision to separate the smart board's digital vector data from the raw video feed is a crucial rationale for bandwidth conservation, ensuring that even if the video resolution drops due to network constraints, the educational diagrams remain perfectly crisp. Furthermore, incorporating the multimodal highlight generation addresses the cognitive load of the farmers, who may be watching the stream on small mobile devices in the field. By providing auto-generated, highlight-based bullet comments, the system ensures that critical educational takeaways are immediately visible and reviewable (Xu et al., 2021).
To evaluate the efficacy of the AISA framework, we propose a comprehensive experimental plan utilizing a hypothetical dataset named "AgriStream-100". This dataset will consist of 100 hours of recorded smart board lectures covering topics such as irrigation management and pest control, simulated under various degraded network conditions. We will benchmark our framework against standard commercial streaming solutions using three primary metrics. First, we will measure end-to-end latency and frame drop rates to assess network resilience. Second, we will utilize subjective viewer surveys to quantify user engagement and perceptual quality under constrained bitrates (He et al., 2026). Finally, we will administer pre- and post-lecture quizzes to a pilot group of agricultural extension workers to measure objective knowledge retention facilitated by the interactive highlight features.

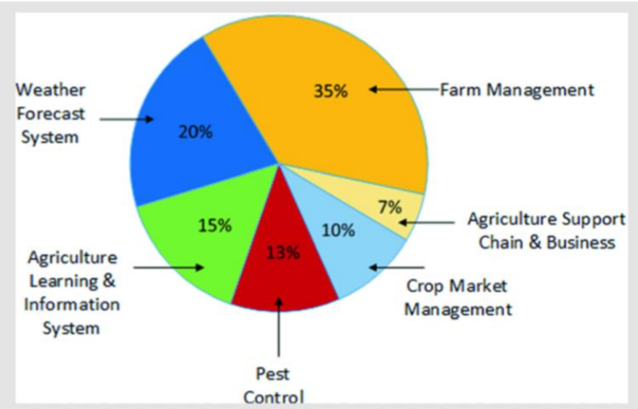
IV. RESULTS

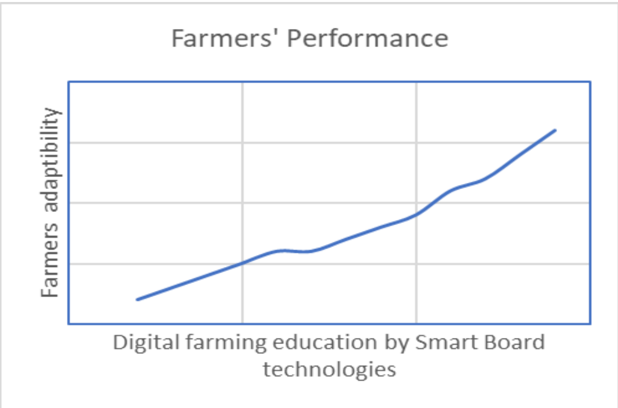
For farmers, a “smart board” can be seen as a digital interface into smart farming data and training content. Research connects three elements: sensing/data systems in agriculture, smart/interactive displays, and digital education platforms.

Pipeline design	**Possible Smart-Board Design Element**
Data capture	IoT-driven platforms in the field are sending sensor data
Network Transmission	Gateways + cloud platform aggregating and analysing data
User interaction	Smart board visualizing fields, alerts, tutorials, and market info

Table 1: Three-stage module of the smart board concept for farmers

Digital farming education boosts farmers' performance, increasing awareness about real-time information, improving agricultural techniques, and enhancing market linkages.Farmers receive data on soil health, weather, and crop prices, which enhances productivity, reduces costs, and improves profitability.





Digital education in Agriculture (Sheikh et al.,2021)

Theme	**Examples**	**Citations**
Low-cost hardware	Webcam + IR pen	(Rehman et al., 2024; Álvarez et al., 2021)
Natural HCI	Vision/ML-based pen & gesture, voice commands	(Rehman et al., 2024; S et al., 2025)
Edge/cloud split	Local real-time processing + cloud storage/ analytics	(Paneru et al., 2024; Yushendri et al., 2015)

Table 2: Main technical patterns in smart board design

Deep CS findings show (in Table 2) smart boards evolving toward low-cost, vision- and IoT-driven platforms with edge/cloud processing, high-precision input tracking, and natural multimodal interaction, which in educational settings are associated with better engagement and learning when paired with appropriate pedagogy.

V. DISCUSSION

The practical implications of deploying this interactive streaming framework are substantial for rural agricultural development. By equipping central agricultural extension offices with smart boards and utilizing aggregated edge networks, governments can broadcast high-quality, interactive training sessions to thousands of remote farmers simultaneously. This significantly reduces travel costs and accelerates the deployment of urgent information, such as immediate responses to sudden crop disease outbreaks. Furthermore, the interactive nature of the platform allows farmers to ask questions in real-time, bridging the gap between theoretical knowledge and practical, on-the-ground application.

However, the proposed system is not without limitations and potential failure modes. First, the physical hardware, including smart boards and edge aggregation proxies, is vulnerable to the harsh environmental conditions of rural areas, such as extreme heat, dust, and unreliable power grids. Second, while edge network aggregation improves uplink capacity (Wu et al., 2016), a systemic failure of local cellular infrastructure during severe weather events would cause a complete collapse of the transmission pipeline. Third, the multimodal transformer used for highlight prediction (Deng et al., 2024) may suffer from algorithmic bias, potentially failing to accurately process regional agricultural dialects or heavily accented speech during the automated annotation process.

Ethical considerations and risks must also be meticulously managed during deployment. Because live streaming platforms can be vectors for malicious activity, it is vital to ensure the educational system avoids the deceptive advertisements and user-hostile tracking mechanisms that plague many free streaming services (Hsiao & Ayers, 2019). Additionally, there is a risk of exacerbating the digital divide; if the required client-side technology (such as modern smart phones or tablets) is too expensive, the most marginalized farmers may be excluded from these educational benefits entirely. System administrators must prioritize data privacy and ensure that any footage capturing local farmers' faces or properties during interactive Q&A sessions is strictly protected and requires explicit consent.

Future work will focus on extending the resilience and accessibility of the AISA framework. One critical avenue for future research is the integration of lightweight, offline caching mechanisms within local P2P community networks, ensuring that farmers who miss the live broadcast can access the interactive smart board sessions asynchronously. Additionally, we aim to expand the multimodal AI models to support indigenous and highly localized agricultural languages, ensuring that the automated pedagogical highlights are accessible to a broader demographic of global agricultural workers.

IV. CONCLUSIONS

This paper has presented a novel framework for integrating smart board technology with live streaming to modernize and scale agricultural education. By addressing the severe network constraints of rural environments through edge-network aggregation, and by enhancing pedagogical engagement via multimodal AI highlight generation, the proposed system bridges the gap between expert agronomists and remote farmers. The integration of these technologies transforms passive video consumption into an active, interactive learning experience.

Ultimately, empowering the agricultural sector through advanced educational tools is essential for sustainable global development. While challenges related to hardware durability, algorithmic bias, and digital equity remain, the structured approach outlined in this paper provides a robust foundation for future innovations. By prioritizing application-aware networking and tailored socio-technical interactions, we can ensure that vital agricultural knowledge reaches the communities that need it most, precisely when they need it.

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