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A Survey Paper on E-Learning Platform for Professionals

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Abstract - This project is a web- based application for English teachers all over Maharashtra. Through this web application, end- her users can access training courses and learn at their own pace. You can enter her web application as an administrator, moderator or teacher who is an end user of this system. After successfully logging in as a moderator, you have access to upload/delete courses, create exams, and administer exams. She has one moderator in her district. He has access to see end-user activity. Teachers are end users of the system. Register as a teacher to access training courses, take exams, and update your profile. After logging in as MER (Admin), he has access to manage the activities of moderators and teacher. This his web application allows users to ask questions from his 24/7 helpline his chat box.

***Key Words*:** Moderator, MER, Teacher

I. INTRODUCTION

This "e-learning application" has been developed for English teachers in all public schools/universities in Maharashtra. This software is supported to eliminate and, in some cases, mitigate problems faced by existing systems. In addition, thesystem is designed for the specific needs of governments to ensure smooth and effective operations and changes. Thanks to electronic media and the Internet, the teaching and learning process is very easy. The system shows attendance, course completion rates, specific teacher grades, and issues certificates after exams, so there is no chance of cheating. Teachers don't have enough time to update themselves. This platform isdesigned for teachers to update themselves.

1. PROBLEM DEFINATION

The COVID-19 pandemic has accelerated the use of e-learning technology as an alternative to traditional classroom instruction. The offline training system process takes multiple hours and requires more effort to participate. And the COVID-1 pandemic has brought offline training systems to a standstill. In addition, each trainee cannot access training sessions at their own pace. To solve these problems, we are building a web portal where training courses are available on this portal.

2.OBJECIVES

To facilitate courses with video, audioand images for users (teachers). Create a secure environment where users can successfully login to her website. Create a database that will be used to store video, audio, and user information on your system. Users can do all these things ina safe and controlled environment. All public school/university English teachers can access the course through her UDISE code at the university. Create a system that gives users a 24-hour hotline.

II. LITERATURE REVIEW

Sr. No.	Name Of Paper	Author And Year	Introduction	Existing System
[1]	The Experience of Using a New e-Learning Tool in Architectural Studies	Pau Xiberta 1, Santiago Thió-Henestrosa2, Joan Fontàs3, And Imma Boada, Aug.2022	E-learning focuses on the use of computer and network technology to enhance teaching and learning while maintaining or enhancing the interactivity of face-to-face learning. Technological advances and cost reductions in electronic devices have made it possible to conduct his classes remotely using a variety of devices.	Evaluate new e-learning methodologies in architectural research using SAPIENS, a purpose-built e-learning platform with content creation tools and auto-correction capabilities.
[2]	Understanding teaching professionals' digital competence: What do PIAAC and TALIS reveal about technology-related skills,	R. Hämäläinen, K. Nissinen, J. Mannonen, J. Lämsä, K. Leino, and M. Taajamo, Apr. 2021	Digital competencies can be defined as the set of skills, knowledge and attitudes that enable individuals to achieve their goals using digital technologies in a variety of life situations (Baartman & de Bruijn, 2011; Ferrari et al., 2012). . Techn	Our results revealed marked differences in teacher skills and knowledge, but few in attitudes. The importance of digital technology in education was widely recognized by respondents regardless of

	attitudes, and knowledge?		ological changes challenge teachers on two levels of her. The first is to develop unique digital skills, and the second is to design classroom activities that equip all students with the skills they need to thrive in the digital world.	their background.
[3]	Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses	M. Assunção Flores and M. Gago, Jul. 2020	The spread of the COVID-19 pandemic is affecting all sectors of society, especially the education system. The COVID-19 crisis has (Education International 2020) created an education crisis that no one was prepared for. School closures around the world have affected millions of students, and the impact is still known to . "Emergency distance learning" (Bozkurt and Sharma 2020) as an interim solution was adopted to mitigate the educational impact of the pandemic.	The paper concludes with a discussion of the implications for teaching and teacher education in times of uncertainty such as COVID-19, particularly the role of practice and issues of mentoring.
[4]	Adaptations to a face-to-face initial teacher education course `forced' online due to the COVID-19 pandemic	B. L. Moorhouse, Apr. 2020	Face-to-face classes were again suspended in February 2020 due to the rapid spread of COVID-19 (Zhao 2020). Due to the suspension, Hong Kong universities have decided to teach courses entirely online temporarily and then for the entire spring semester.	Given the teaching approach employed, it works for everyone, and there is no evidence of its effectiveness other than anecdotes.
[5]	Technology-related knowledge, skills, and attitudes of pre- and in-service teachers: The current situation and emerging trends	S. Seufert, J. Guggemos, and M. Sailer, Feb. 2021	In summary, there seems to be some potential for the use of technology in terms of improving educational processes. However, the effectiveness and efficiency of such technology (not surprisingly) depends on the way it is used, which could point to an important role for teachers.	Intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and perceived behavioral control.

III. METHODOLOGY

An Education Hub for Professional through E-learning is an e-learning platform for English teachers. The system has three main modules. (i) Administrators (ii) Moderators (iii) Teachers Administrators have access to observe all user and moderator activity after a successful login. Admins can control who (users or moderators) can access the portal. Moderators can add, update, and delete courses, as well as manage and grade exams. Moderators can monitor teacher activity. In this portal, teachers are end-users who can self-enroll and upon successful login have access to all courses offered to them. Teachers/users can also take exams.

IV. ADVANTAGES

- This platform is convenient and inexpensive.
- users can learn at their own pace.
- users can improve all areas of their language skills.
- You can submit your proposal in the required form.
- users save time and effort, no need for virtual classes.
- We have virtual help available 24/7.

V. APPLICATINOS

During the Covid pandemic, many teachers had problems with their training courses as no one could leave their homes. That's why we launched such a personal web application called Education Hub for Professionals with E-Learning. From this web application, all users (teachers) can access training courses anytime, anywhere. Users can access course content at the right speed for any given time.

VI. CONCLUSION

The system allows users to access training sessions in audio, video, and text formats.

This system helps users save time, money and effort.

The proposed system was very easy to use and operate and proved to be an efficient way to complete the training.

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