

A Survey Paper on E-Learning Platform for Professionals

Aman Bansod¹, Vishal Sharnagat², Shubham Shahare³, Shivam Kaware⁴

^{1,2,3,4}Students, Manohar Bhai Patel Institute of Engineering and Technology, Bhandara, Maharashtra

_____***<u>_____</u>

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 After successfully logging in as a system. 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, the system 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 is designed for teachers to update themselves.

1. PROBLEM DEFINATION

The COVID-19 pandemic has accelerated the use of elearning 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

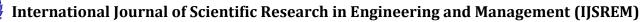
To facilitate courses with video, audio and images for users (teachers). Create a secure environment where users can successfully login to her website. Create a database that will be used to store video, audio, and user information on your system. Users can do all these things in a safe and controlled environment.

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.	Name	Author	Introduction	Existing
No.	Of	And		System
	Paper	Year		
	The Experie nce of Using a New e- Learnin g Tool in Architec tural Studies	Pau Xiberta 1, Santiago Thió- Henestro sa2, Joan Fontàs3, And Imma Boada, Aug.202 2	E-learning focuses on the use of computer and network techn ology to enhance teaching and learning w hile maintaining or enhancing the interactivity of face-to-face learning. Tech nological advances and cost reductions in electronic devices have made it possible to conduct his classes remotely using a variety of devices.	Evaluate ne w e- learning met hodologies i n architectural research usin g SAPIENS, a purpose- built e- learning platform with content creation tools and auto- correction capabilities.
[2]	Underst anding teaching professi onals' digital compete nce: What do PIAAC and TALIS reveal about technolo gy- related skills,	R. Hämäläi nen, K. Nissinen, J. Mannone n, J. Lämsä, K. Leino, and M. Taajamo, Apr. 2021	Digital compet encies can be defined as the set of skills, knowle dge and attitudes that enable individ uals to achieve their g oals using digital technologies in a variety of life situations (Baartman & de Bruijn, 2011; Ferrari et al., 2012). Techn	Our results revealed marked differences i n teacher skil ls and knowled ge, but few i n attitudes. The importance of digital techn ology in edu cation was widely recognized by respondents r egardless of

© 2023, IJSREM | <u>www.ijsrem.com</u> DOI: 10.55041/IJSREM17813 | Page 1



Volume: 07 Issue: 02 | February - 2023 | Impact Factor: 7.185 | ISSN: 2582-3930

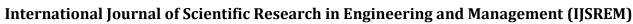
IJSREM			-	
	attitudes		ological chang	their
	. and		es challenge	background.
	knowled		teachers	C
			on two levels	
	ge?		of her. The	
			first is to	
			develop uniqu	
			e digital skills,	
			and the	
			second	
			is to design	
			classroom acti	
			vities that	
			equip all	
			students with	
			the skills they	
			need to thrive	
			in	
			the digital wor	
			ld.	
[3]	Teacher	M.	The spread of	The paper
	educatio	Assunçã	the COVID-19	concludes
	n in	o Flores	pandemic is	with a discus
	times of	and M.	affecting all	sion of the
		Gago,	sectors of	implications
	COVID	Jul. 2020	society,	for teaching
	-19		especially the	and teacher
	pandemi		education	education
	c in		system. The	in times of
			COVID-19	uncertainty s
	Portugal		crisis has	uch as COVI
	:		(Education	D-19,
	National		International	particularly
	,		2020)	the role of
	instituti		created an	practice and i
	onal and		education	ssues of
			crisis that no	mentoring.
	pedagog		one	memoring.
	ical		was prepared	
	respons		for. School	
	es		closures aroun	
			d 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 educationa	
			1 impact of the	
			pandemic.	
Ì	Ī	l	*	i l

F.4.1	A 4	рт	E 4- C	C: (1
[4]	Adaptati	B. L.	Face-to-face	Given the tea
	ons to a	Moorhou	classes were	ching
	face-to-	se, Apr.	again suspend	approach
	face	2020	ed in February	employed, it
	initial		2020 due to	works for
	teacher		the rapid	everyone, an
	educatio		spread of	d there
	n course		COVID-19	is no evidenc
	`forced'		(Zhao 2020).	e of
	online		Due to the	its effectiven
	due to		suspension,	ess other
	the		Hong Kong	than
	COVID		universities ha	anecdotes.
	-19		ve decided to	
	pandemi		teach courses	
	c		entirely online	
			temporarily	
			and then for	
			the entire sprin	
			g semester.	
[5]	Technol	S.	In summary,	Intentions to
	ogy-	Seufert,	there seems to	perform
	related	J.	be some	behaviors of
	knowled	Guggem	potential for	different
	ge,	os, and	the use of	kinds can be
	skills,	M.	technology in	predicted
	and	Sailer,	terms of	with high
	attitudes	Feb.	improving	accuracy
	of pre-	2021	educational	from
	and in-		processes.	attitudes
	service		However, the	toward the
	teachers		effectiveness	behavior,
	: The		and efficiency	subjective
	current		of such	norms, and
	situation		technology	perceived
	and		(not	behavioral
	emergin		surprisingly)	control.
	g trends		depends on the	- 01111 011
	5 11 211 415		way it is used,	
			which could	
			point to an	
			important role	
			for teachers.	
	<u> </u>		101 teachers.	

III. METHODOLOGY

An Education Hub for Professional through Elearning is an English e-learning platform for 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 selfenroll and upon successful login have access to all courses offered to them. Teachers/users can also take exams.

© 2023, IJSREM | <u>www.ijsrem.com</u> DOI: 10.55041/IJSREM17813 | Page 2



Impact Factor: 7.185

Volume: 07 Issue: 02 | February - 2023

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.

REFERENCES

- [1] Pau Xiberta , Santiago Thió-Henestrosa, Joan Fontàs, And Imma Boada, "The Experience of Using a New e-Learning Tool in Architectural Studies," Aug.2022,
- [2] R. Hämäläinen, K. Nissinen, J. Mannonen, J. Lämsä, K. Leino, and M. Taajamo, "Understanding teaching professionals' digital competence: What do PIAAC and TALIS reveal about technology-related skills, attitudes, and knowledge?" *Compute. Hum. Behave.*, vol. 117, Apr. 2021, Art. no. 106672, Doi: 10.1016/j.chb.2020.106672.
- [3] M. Assunção Flores and M. Gago, ``Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses," *J. Educ. Teaching*, vol. 46, no. 4, pp. 507516, Jul. 2020, Doi:10.1080/02607476.2020.1799709.
- [4] B. L. Moorhouse, ``Adaptations to a face-to-face initial teacher education course `forced' online due to the COVID-19 pandemic," *J. Educ. Teaching*, vol. 46, no. 4, pp. 609_611, Apr. 2020, doi:10.1080/02607476.2020.1755205.
- [5] S. Seufert, J. Guggemos, and M. Sailer, ``Technology-related knowledge, skills, and attitudes of pre- and in-service teachers: The current situation and emerging trends," *Comput. Hum. Behav.*, vol. 115, Feb. 2021, Art. no. 106552, Doi: 10.1016/j.chb.2020.106552.
- [6] H. M. Niemi and P. Kousa, "A case study of students' and teachers' perceptions in a Finnish high school during the COVID pandemic," *Int. J. Technol. Educ. Sci.*, vol. 4, no. 4, pp. 352_369, Sep. 2020, doi:10.46328/ijtes. v4i4.167.

[7] I. van der Spoel, O. Noroozi, E. Schuurink, and S. van Ginkel, "Teachers' online teaching expectations and experiences during the COVID19-pandemic in The Netherlands," Eur. J. Teacher Educ., vol. 43, no. 4, pp. 623_638, Sep. 2020, Doi: 10.1080/02619768.2020.1821185.

ISSN: 2582-3930

- [8] H. Crompton, ``A historical overview of mobile learning: Toward learnercentered education," in *Handbook of Mobile Learning*, 1st ed., Z. L. Berge and L. Y. Muilenburg, Eds. New York, NY, USA: Routledge, Apr. 2013, ch. 1, pp. 3_14.
- [9] M. Al-Emran, V. Mezhuyev, and A. Kamaludin, "Technology acceptance model in M-learning context: A systematic review," *Comput. Educ.*, vol. 125, pp. 389_412, Oct. 2018, Doi: 10.1016/j.compedu.2018.06.008.
- [10] A. Agirbas, "Teaching construction sciences with the integration of BIM to undergraduate architecture students," Frontiers Architectural Res., vol. 9, no. 4, pp. 940950, Dec. 2020, doi: 10.1016/j.foar.2020.03.007.

© 2023, IJSREM | <u>www.ijsrem.com</u> DOI: 10.55041/IJSREM17813 | Page 3