INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN COMPUTER & COMMUNICATION ENGINEERING

INTERNATIONAL STANDARD SERIAL NUMBER INDIA

Impact Factor: 8.379

Learning Management and Empowering System (Unified Learning App)

Prof. V.V. Jikar[*1], Vaishnavi A. Avchar[*2], Bhawna U. Paradkar[*3], Komal G. Mude[*4],

Sahil V. Bhomle[*5], Gaurav G. Chikte[*6]

Professor, Department of Computer Science and Engineering, SSPACE, Wardha, Maharashtra, India[*1]

Student, Department of Computer Science and Engineering, SSPACE, Wardha, Maharashtra, India[*2,3,4,5,6]

ABSTRACT: It is an instructional methodology, a teaching and learning approach that combines facet-face classroom methods with computer mediated activities to deliver instruction. This pedagogical approach means a mixture of face-to-face and online activities and the integration of synchronous and asynchronous learning tools, thus providing an optimal possibility for the arrangement of effective learning processes. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space. Despite this, the digital tools used should be able to be utilised by the students in order to enforce some control over the speed or topics of their learning. The flipped classroom model is a similar program that aims to utilise technology in order to rearrange the learning experience and maximise the effectiveness of valuable face to face time in the classroom. In a flipped classroom programme, students would be encouraged to access digital learning materials via a cloud-based learning platform during their own time.

KEYWORDS: LMS, Android, Student Management System

I. INTRODUCTION

There can be no doubt that technology has transformed the way education is delivered to people across the globe. We now live in an interconnected world where the traditional concept of formal learning, taking place in a single physical location, is becoming increasingly less relevant. Modern learners are becoming dissatisfied with the stand-and-deliver approach to education that dictates attendance times, learning venues, and modes of participation. The emergence of sophisticated communication technologies and mobile devices has enabled a new generation of information consumers to satisfy their demands for knowledge without the need to meet in a physical location. Software vendors, open-source developers, and educational institutions, cognizant of this development, have embraced systems that can facilitate the management of courses and engagement with students remotely. The technologies that facilitate the provision of courses over long distances are broadly termed "Learning Management Systems" or "LMSs." Learning management systems can be defined as web-based software platforms that provide an interactive online. learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes.

II. METHODOLOGY

Method and analysis which is performed in your research work should be written in this section. A simple strategy to follow is to use keywords from your title in first few sentences.
Registration: Here student can register on to the application they have to fill up registration form with different field This data collected and send back to database where it remains permanently stored.
Login: After successful registration student faculty and admin can login to app where they get the there dashboard after login for all feature access.
Admin Dashboard: This dashboard content all features required for accessing admin dashboard.

Video Lecture Links: this module will provide video lecture links of particular topics according to syllabus
Updated Question Papers: Through this module Previous exam papers of all subjects will available.
**Text To Audio Converter:** This Module helps the student to convert there textual data in audio files which can be listen as well.

Voice Assistant: This Module helps to use voice inability into system.
Viva Question: These modules will help to share the viva question with students.
Upload Ques & Ans: In this module the students who has question can post their question and the students who knows correct answer can post their answers

III. FLOWCHART
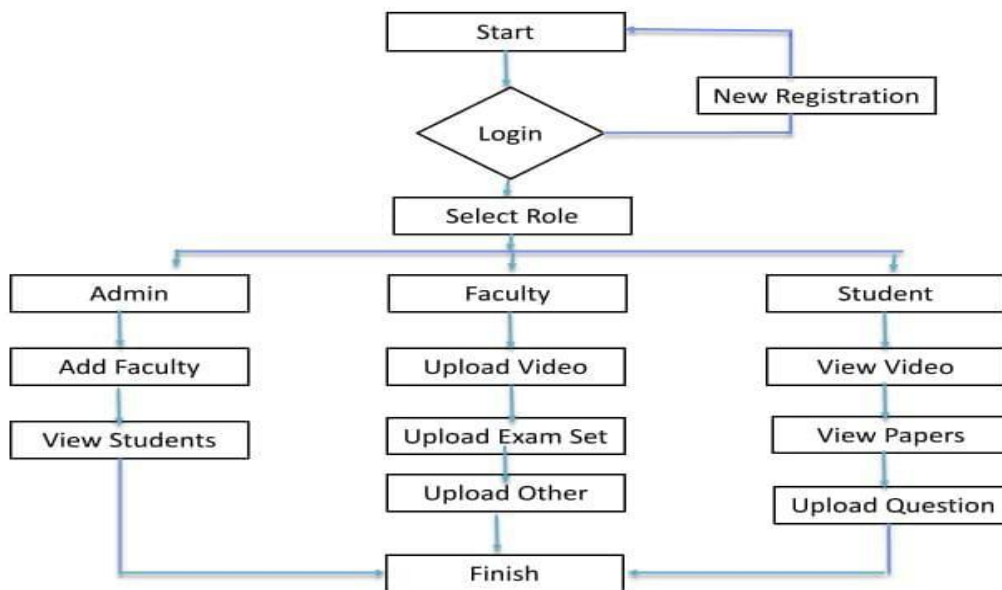
IV. LITERATURE REVIEW

There are many terms associated with online learning and the technologies that have evolved to support it. One persistent area of confusion is in the definition of the acronyms: CMS and LMS. The term CMS is often associated with two distinctly different software applications: "content management systems" and "course management systems." Content management systems are essentially software applications designed for the creation and management of digital content in a collaborative environment. Course management systems on the other hand, according to Watson and Watson (2007, 29), are: used primarily for online or blended learning, supporting the placement of course materials online, associating students with courses, tracking student performance, storing student submissions and mediating communication between the students as well as their instructor. To further complicate matters, some vendors and academics prefer to use the acronym LCMS which stands for "learning content management system" when referring to content management systems. The difference between a LCMS and a LMS is that the latter is broader in scope and includes the ability to track learner progress through an online course. It is a grey area where CMSs end and LMSs begin and many vendors, users, and institutions regard the terms CMS and LMS as synonyms. In this entry, the term LMS will be the only acronym used to refer to online learning platforms.

The history of educational technology is a reminder that it's not the machine that matters — it's finding the tool that best serves your educational objective. Thornburg (2014, 27)
The history of learning management systems has its roots in distance education. Countries such as Australia, with a geographically dispersed population, adopted measures early in their history to enable access to education for students who could not attend formal places of learning. One of the most prominent manifestations of distance education in Australia was the School of the Air (a correspondence school) which opened to the airwaves in 1951 and is still in operation today in some remote communities. The vocational education and training (VET) and university sectors in Australia also have a rich history of distance education where, prior to the advent of the Internet, communication and the dissemination of learning materials was largely conducted via regular mail services. The availability of dial-up

Internet services to most Australians by mid-1995 meant that distance education needed a radical overhaul and snail mail was no longer a viable option to sustain distance education services.

Perhaps it was Sidney Presser's creation in the early 1920s of a "learning machine," a device that could administer questions through a window prompting the user to select a response out of four choices that spurred the development of the first online LMSs. Or maybe it was the work of a Canadian company, SoftArc in 1990 who built the first stand-alone learning system deployed on Macintosh personal computers that encouraged software developers to dream of an online learning space. Whatever the inspiration, the arrival of the Internet was set to revolutionize the way people communicated and engaged with each other and education providers realized that they would have to adapt to this brave new online world. The earliest manifestations of electronic LMSs were little more than a platform for the dissemination of learning materials online. These systems could broadly be categorized as belonging to one of two camps: proprietary and open source. One of the earliest proprietary systems was WebCT, developed at the University of British Columbia in 1995. The creation of WebCT as an online learning platform was inspired by research suggesting that academic performance could be enhanced by the provision of web-based resources. At the height of its use, Web CT was the most widely used LMS globally with over 10 million users in 80 countries. WebCT was later acquired by Blackboard Corporation who phased out the WebCT name in favour of the Blackboard brand.

V. PROBLEM STATEMENT

The attraction to formal learning for most students in classroom-based environments is not only the knowledge and skills to be acquired but also the social dimension of study that participation in higher learning provides. LMSs have often been criticized for not adequately accommodating this innate learner need. The inclusion of more synchronous communication tools such as live videoconferencing and real-time social media apps is likely to strengthen the appeal of online learning as a social activity. LMS vendors are already tapping into existing social media apps such as Facebook, Twitter, and WhatsApp along with videoconferencing tools such as Skype to provide a social framework for online learners.
Learning games, if structured correctly, can provide a fun and stimulating way to engage learners by rewarding their progress. Future gaming features of LMSs could assign certificates or badges to learners based on their mastery of course content and could even be used to assign a rank or status to individual learners that could be shared within the user community.

VI. PROPOSED STATEMENT

As per the various problem seen we are proposed a mechanism which will helps the students to get the accessing of complete college in single click. The proposed application will help the student to accessthe complete lectures, assignment, exam details and other things. This application will help to keep the everything about college. So the proposed application can fill up the bridge between student and college from anywhere and anytime.

VII. CONCLUSION

The attraction to formal learning for most students in classroom-based environments is not only the knowledge and skills to be acquired but also the social dimension of study that participation in higher learning provides. LMSs have often been criticized for not adequately accommodating this innate learner need. The inclusion of more synchronous communication tools such as live videoconferencing and real-time social media apps is likely to strengthen the appeal of online learning as a social activity

REFERENCES

[1]. Chugh R, Ledger S, Shields R (2017) Curriculum design for distance education in the tertiary sector. Turk Online J Dist Educ 18:4–15. https://doi.org/ 10.17718/tojde.306552
[2]. Krouska A, Troussas C, Virvou M (2017) Comparing LMS and CMS platforms supporting social e-learning in higher education, vol 2018–. https://doi.org/10.1109/ IISA.2017.8316408
[3]. Tauber T, Wang-Audia W (2014) Meet the modern learner: engaging the overwhelmed, distracted, and impatient employee. Bersin by Deloitte. https://legacy.bersin. com/uploadedfiles/112614-meet-the-modern-learner. Pdf

[4]. Thornburg DD (2014) Ed tech: what's the use? The history of educational technology is a reminder that it's not the machine that matters – it's finding the tool that best serves your educational objective (RESEARCH). T H E J (Technol Horiz Educ) 41:27

[5]. Watson WR, Watson SL (2007) An argument for clarity: what are learning management systems, what are they not, and what should they become? Linking research and practice to improve learning A publication of the Association for Educational Communications & Technology. TechTrends 51:28–34. https://doi.org/ 10.1007/s11528-007-0023-y

[6]. Yildirim S, Temur N, Kocaman A, Goktas Y (2004) What makes a good LMS: an analytical approach to assessment of LMSs. In: Information technology-based proceedings of the fifth international conference on higher education and training. ITHET 2004, 31 May–2 June 2004. pp 125–130. https://doi.org/ 10.1109/ITHET.2004.1358150

[7]. S. S. Al-Gahtani, Appl. Comput. Informatics(2016). Z. Nurakun Kyzy, R. Ismailova, and H. Dündar, Interact. Learn. Environ., I. Almarashdeh, Comput (2018). Human Behav(2016),

[8]. F. Bousbahi and M. S. Alrazgan, Sci. World J., (2015).5. S. Lee and B. G. Kim,Learn. Individ. Differ., (2015).B. Little, nd. Commer. Train. (2015). Y

[9]. . Park and I. H. Jo, Assess. Eval. High. Educ. (2017)&P. E. Ramírez-Correa, F. J. Rondan-Cataluña, J. Arenas-Gaitán, and J. L. Alfaro-Perez, Telemat. Informatics(2017). D. Atkinson and S. L. Lim, Australas. J. Educ. Technol.29(5), (2013).

[10]. K. Sriprasertpap, Procedia - Soc. Behav. Sci. (2015). Mayank Jain, M. Ramachandran, International Journal of Applied Engineering Research10(11), 10486-10489(2015)A. Ekuase-Anwansedo and A. Smith, in 2019 ACM SIGUCCS Annual Conference on - SIGUCCS '19, 176–179(2019).

.

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN COMPUTER & COMMUNICATION ENGINEERING

9940 572 462   6381 907 438   ijircce@gmail.com

Scan to save the contact details