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**B. Tech., Fall Semester 2022-2023**

**CSE3002 - Internet and Web Programming**

**Review - 1**

**EXAM TRAINER**

**Team Members**

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**Problem Statement:**

Existing platforms for competitive exams preparation focus more on quantity rather than quality of study materials and practice questions. Current online testing mechanisms do not adapt to a student’s preparation level which makes it hard for students to improve their performance gradually and efficiently.

**Abstract:**

The ever increasing demand for online based systems have pushed the online educational infrastructure to its ever high. But, as more and more learners turn online to prepare for competitive exams, the existing platforms have experienced many shortcomings like failure of server to keep up with multiple online sessions all at once, a lack of dynamic and adaptive practice questions, a lack of feedback and more concerted study. To overcome such shortcomings, we have come with a more adaptive and feature stocked platform Exam Trainer.

Exam Trainer represents a new paradigm in the field of education. All parties become aware of innovation and technological advancements that occasionally take place, particularly in the realm of education. Utilizing such systems can benefit prospective students in a variety of ways, including meeting educational needs and enhancing the enjoyment of studying and exam preparation. It is a compilation of several areas of exam preparation, like monitoring your learning progress, taking practice tests and mock exams, breaking down your learning into different stages, and more. Exam trainer aims to provide quality and advanced testing techniques like dynamic adaptive tests that are personalized for every student based on their performance on the previous problems. Hence the tests automatically adapt and make changes on the go.

Exam Trainer provides additional features like time table maker, college predictor and dynamic adaptive tests with high quality problems for competitive exams like GRE, SAT, ACT, GMAT.

**Literature Survey:**

Luecht (2001) concentrates his research on online testing in terms of potential difficulties in [1] by identifying students who utilize the system, security risks, students' ability to respond to various inquiries, maintenance issues, and assessment issues were a few of the difficulties mentioned.

Jassó (2008) pursued e-learning at the University of Perugia. The study was divided into two phases: the application process for online assessments and the administration of tests directly to students in [2]. To graduate students in computer science, the study took two years and four semester exams. The efficiency of the system utilized with pupils was the main focus of their investigation.

Donald E. Powers (1983) studied the effect of coaching for standardized admission tests in [3] such as GRE and concluded that there was a significant relation in test performance to the kinds of coaching programs examinees attended only for the quantitative section of the test.

**Existing Systems:**

**GRE Prep Club:** is a website that helps test takers improve their test scores and get into the universities of their choice via online collaboration and information sharing.

**InterviewBit:** is a platform for learning the skills required for technology jobs. Whether you are a recent college graduate or a working professional, InterviewBit helps you sharpen your abilities and prepare for the job.

**Jamboree India:** was established in 1993, provides admissions guidance in addition to extensive classroom and online preparation programmes for the GMAT®, GRE®, SAT®, ACT®, TOEFL, and IELTS® exams. Since then, Jamboree has established itself as India's premier test preparation and admissions consulting center, helping more than 1,70,000 students get the highest marks and gain admission to prestigious colleges throughout the world.

**References:-**

[1]<https://www.researchgate.net/publication/234724505_Challenges_of_Web-Based_Assessment>

[2]<https://www.researchgate.net/publication/50806588_A_Visually_Enhanced_Synchronous_Interaction_Tool_for_Blended_E-Learning>

[3]<https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.2330-8516.1983.tb00007.x>