E-Learning Website

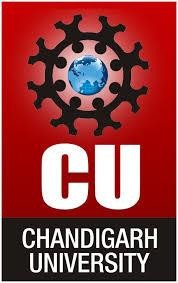
SYNOPSIS SUBMITTED BY

# Ganesh kumar & Sonu Munda

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THEAWARD

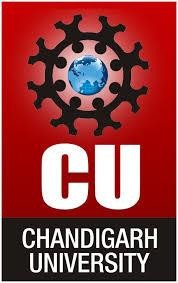
OF

# BACHELOR OF COMPUTER APPLICATION (BCA)



**Department of Computer science and Application Chandigarh University**

**Batch 2020-2023**



**Candidate’s declaration**

I hereby certify that the work, which is being presented in the synopsis, entitled “**E-Learing website**”

and submitted in the Department of COMPUTER SCIENCE AND APPLICATION of the CHANDIGARHUNIVERSITY is carried under the supervision of **MS-Preeti** ASSISTANT PROFESSOR, of COMPUTER SCIENCE AND APPLICATION Department.

Date:9/22/2022

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This is to certify that the above statement made by the candidate is correct to the best of Knowledge.

**(Ms.PREETI)** Assistant Professor Computer Application Chandigarh UniversityChandigarh-160012, India Date:

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Declaration

We certify that the work contained in this report is original and has been done by us under the

guidance of my supervisor(s).

a. The work has not been submitted to any other Institute for any degree or diploma.

b. We have followed the guidelines provided by the Institute in preparing the report.

c. We have conformed to the norms and guidelines given in the Ethical Code of Conduct of the Institute.

d. Whenever we have used materials (data, theoretical analysis, figures, and text) from other sources, we have given due credit to them by citing them in the text of the report and giving their details in the references.

**Name and Signature of all Project Members:**

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I would like to express my special thanks to our Supervisor **Mrs. Preeti** mam for his/her time and efforts he/she provided throughout the year. Your useful advice and suggestions were really helpful to me during the project’s completion. In this aspect, I am eternally grateful to you.

I would like to acknowledge that this project was completed entirely by Me and my friend.

Signature

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(Chapter-1)

1.1-Introduction of E-Learning Website

The "E-learning Management System" has been developed to override the problems prevailing in the practicing manual system. This software is supported to eliminate and in some cases reduce the hardships faced by this existing system. Moreover this system is designed for the particular need of the company to carry out operations in a smooth and effective manner.

The application is reduced as much as possible to avoid errors while entering the data. It also provides error message while entering invalid data. No formal knowledge is needed for the user to use this system. Thus by this all it proves it is user-friendly. E- Learning

Management System, as described above, can lead to error free, secure, reliable and fast management system. It can assist the user to concentrate on their other activities rather to concentrate on the record keeping. Thus it will help organization in better utilization of resources.

Every organization, whether big or small, has challenges to overcome and managing the information of Student, Assignment, QUIZ, CLASS, and QUESTION. Every E-learning Management System has different Assignment needs, therefore we design exclusive employee management systems that are adapted to your managerial requirements. This is designed to assist in strategic planning, and will help you ensure that your organization is equipped with the right level of information and details for your future goals. Also, for those busy executive who are always on the go, our systems come with remote access features, which will allow you to manage your workforce anytime, at all times. These systems will ultimately allow you to better manage resources.

# 1.2-Contemporary Challenges in E-learning

Technology is impacting on most elements of organizations today and workforce development professionals have been some of the leading proponents of embracing technologies and the benefits they offer. E-learning has emerged as at least a complementary offering to face-to-face training, and in some cases has totally replaced more traditional forms of workforce development. This chapter explores the use of learning technologies and the benefits and drawbacks of their use. In particular it focuses on further exploring the issue of a perceived lack of interaction in some e-learning offerings; a factor identified as critical to address in order to ensure effective e-learning. The chapter discusses the issues of interaction and social presence to address feelings of isolation and offers some key considerations for those considering integrating technology into workforce development.

### 1.3-Problems Identification

### 1. Set Clear Objectives

Corporate objectives are an important part of business growth. They help drive strategy, marketing, sales, and development. But when they’re applied to Learning and Development, they lose their focus. Corporate objectives are designed for the organization. Learning is about the individual.

Self-development is an important part of a role. People like learning that facilitates growth improve their prospects and makes them better at their jobs. Reframing corporate objectives to present a benefit to employees can feed into this. “Deliver 15% growth in Q4” could become “facilitate skills development and training to help deliver 15% growth in Q4.”

Creating a space for self-assessment and personal goal setting keeps training focused on the learner. It becomes about what they want to learn, not what their organization mandates for them.

### 2. Create Targeted Content

For training to be truly effective, it must deliver the knowledge and skills learners need. eLearning is often created using an assumed level of understanding. This can be misleading, and makes it more likely that those with less knowledge miss out while those with more knowledge get bored.

Existing understanding can be hard to gauge, but a carefully crafted diagnostic quiz or poll at the start of a course can help you identify strengths, weaknesses, and knowledge gaps. Armed with this knowledge, you can tailor content to suit the individual requirements of learners and target the specific gaps in their capability. This makes training more relevant and combines well with self-assessments and personal goal setting as learners can see tangible growth and development.

### 3. Cater For Individual Job Roles

In a fast-moving business environment, organizations can’t afford to have staff away from their work for long. This means generic, linear eLearning isn’t effective, especially if it isn’t directly related to their role. For example, during the roll out of a compliance initiative, it might not be necessary for each person to have the same level of knowledge.

Tailoring content to specific job roles helps reduce the amount of time staff spends away from their work and it means you can provide the right training for the right role, without overloading the learner.

By allowing the learner to select their job function or role right at the start and tailoring their content, they will work through it far quicker, retain more information, and find it more relevant. If your audience is diverse, their training must be able to adapt.

### 4. Give Learners Control

Mandatory training is often a core part of an onboarding process. Whether it’s health and safety, fire safety, or HR policies, sometimes training just needs to get done. But if it’s soft skills or non-essential training, then it is the perfect opportunity to return control to the learner.

Giving learners control over their training puts the emphasis back on their personal growth and development. While linear training is often delivered to ensure learners all receive the same level of training, a lot of content can be delivered more effectively using a more exploratory, holistic method.

A range of PDFs and white papers could be turned into interactive resources or short eLearning modules to create a knowledge bank that learners can dip into whenever they need it. This knowledge bank could also be used for learners to develop their own learning pathways. Delivering content in this also allows you to make the most of new learning trends in [micro-learning](https://www.goodelearning.com/bespoke), where learners use bite-size learning units to upskill on a just in time model, often using mobile devices or tablets and responsive courses.