

term used to describe software tools designed to manage user learning interventions. E-learning space is a web-based technology used to plan, implement and assess a specific learning process. E-learning space which also referred as Course Management System provide workspaces to facilitate information sharing and communication among students and lecturers to participate in course activities. Educators are able to distribute information to students, produce content material, prepare assignments, conduct meeting and tests, engage in discussions, manage distance learning and enable collaborative learning using forums, chats and news services. E-learning space also allows students to view multimedia lectures, communicate with their staff and each other's in learning communities, take online quizzes and submit homework and class work assignments.

E-learning fulfils the thirst of knowledge and offers online content that can be delivered for the learner at anywhere, anytime and any age through a wide range of e-learning solution while compared with traditional learning system. It also provides the rapid access to specific knowledge and information. With the rapid growth of voluminous information sources and the time constraint the learning methodology has changed. Learners obtain knowledge through e-Learning systems rather than manually teaching and learning. In this research paper proposes the e-learning management system with web services oriented frame work and SOA. This system supports the cross browser and fully integrated with different databases. This system focused around the several features namely Content Management, Content Protection, Learning Management, Delivery Management, Evaluation management, Access Control, etc., and mainly focused on integrated platform needed for e-learning and managements.

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ABBREVIATION

List of Abbreviations	Full Form
SQL	Structured Query Language
CSS	Cascading Style Sheets
JS	JavaScript
HTML	Hypertext markup language

CHAPTER 1

1.Introduction

Online Education gives an extended chance for the students to make their environment flexible it makes an improvement in the student's knowledge. Education has made a massive distinction inside the development of the modern era. Technology has provided the complete procedure of schooling and coaching in a visual environment. Without a doubt, E-Learning is firmly entrenched within the field of training. Studying about multimedia opportunities has arisen as the rate of the internet and also social media made a huge effect on learning and continues to thrive. Corporations use it for their education team of workers, specific projects, and increase their possibility. Website related are totally schooling programs, integrated study, online gaining knowledge of, fundamental training, and immersion analysis all the e-Learning knowledge of fashions utilized in research and multidisciplinary practice. Many prestigious educational institutions which are located in the USA and the Australia States already provide online learning to students around their states.

E-learning space sincerely was a distinct approach to it ten years ago and it's far still used nowadays. Many standards of E-studying are used to provide an explanation for using gear can be used to offer digital coaching aids for people who need statistics, and the net is the first-rate common approach

Layout and era are utilized in online learning to know that allows you to broaden, and expand learning, get rid of entry to, and practice materials to reveal development. Online learning profits, which started out as an internet distribution platform in colleges, now used by many exclusive organizations, inclusive of huge agencies, small agencies, authorities, non-earnings, and trading agencies. Health, communications, e-trade, training, and infrastructure some of the pinnacle industries that use e-mastering.

Education Institutes and other agencies are turning to online learning which gives on-line education for some motives. Whilst there were numerous enhancements in delivery systems on line training, privateness requirements and protection have been left out these days. These days, e-learning includes something beyond sharing data. Online learning is interactive, much wished and is available with many various virtual systems starting from PCs to PCs and portable gadgets. This impressively supplements the cooperation of reading and endurance. In a really developing USA like India, on line equipment can assist students obtain productivity extra over

extraordinary education by way of combining specific subject matters in their various interesting locations.

On the boards are slowly gaining recognition way to advances in design, visibility, smooth navigation, and pleasant content. Research has shown that E-Learning might be helpful expand a cognitive content and be clean concepts by offering bite measured, cooperative, and intelligent substance material Research have demonstrated that gaining knowledge of the curriculum it really is personality and supported higher than the standard curriculum. Very first-rate first - rate training may be supplied with digital mastering tools via making it your personal guide and mentor, consequently scholar needs.

E-studying boards offer college students flexibility and empower college students by means of permitting to find out about their speed and their plan. Student you'll be able to select the time and date for analysis or exercise content material provided in these diverse boards. Since that should be had assets, we were given, which may be both free of the rate or paid, long life or restrained amount of sometime moreover, the content material is consumed at the internet platform constant and well known compared to distinctive teaching sorts of professors. Specific widths of alternatives are supplied to customers thru e-getting to know Literature review.

While taking an E-learning course and related assessment, there are some features of exploration that test the knowledge of E- learning preceptors' sustainability while taking an E-learning course and related assessment. Former exploration indicates that the preface of technology in education (e.g., using E-learning) has faced numerous challenges in created nations. Donnelly and Mc Avinia (2012) Contend that there are "numerous scholars who have not been trained and have little experience in the practise of communication and data technology as a tutoring tool." 19th. Also, operation features can contribute to reducing the profitability of using e-learning. This includes, but is not limited to, bad ICT and E-learning. As The mix of innovation into instruction has become an institutional necessity for universities. The surrender of advanced courses inside the new e-learning landscape is both a hierarchical approach and an information source to pass judgment on its adequacy. Likewise, he expresses that coaching establishments face continuous difficulties in the utilization of innovation, while e-learning is the latest innovation. Still, Kim (2008)

Shows that technological challenges help the application of e-learning in instruction and intelligence resistance. Bendania (2011) demonstrates the characteristics associated with experience, primarily, positive stations, confidence, happiness, utility, the purpose of use, provocation, and that scholars have ICT chops, all related. Fageeh (2011) Suggests that experts have linked promoters and impediments to e-learning that were preliminarily recognized in previous studies.

1.1 BACKGROUND OF PROJECT

A learning system based on formalised teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. The purpose of e-learning is to allow people to learn for personal accomplishment or to earn a professional degree, without physically attending a traditional university or academic setting

1.2 OBJECTIVE OF PROJECT

To develop a system which can perform good interaction between students and teacher record work with a good accuracy.

To investigate the factors that influence the learning management system success among students.

To enhance the quality of learning and teaching. Meet the learning style or needs of students. Improve the efficiency and effectiveness.

To Improve user-accessibility and time flexibility to engage learners in the learning process

CHAPTER 2

Literature Survey

Despite the enormous growth of e-learning in education and its perceived benefits, the efficiency of such tools will not be fully utilized if the users inclined to not accept and use the system. Therefore, the successful implementation of e-learning tools depends on whether or not the students are willing to adopt and accept the technology. Thus, it has become imperative for practitioners and policy makers to understand the factors affecting the user acceptance of web-based learning systems in order to enhance the students' learning experience (Tarhini et al., 2014a). However, recent studies have shown that e-learning implementation is not simply a technological solution, but also a process of many different factors such as social factors (Schepers and Wetzels, 2007; Tarhini et al., 2014b; 2015), and individual factors (Liaw and Huang, 2011), organizational such as facilitating conditions (Sun and Zhang, 2006) in addition to behavioural and cultural factors (Masoumi, 2010). Such major factors play an important role in how an information technology is developed and used (Kim and Moore, 2005). Fischer et al. (2015) studied how proceedings of scientific conferences can be used for trend studies in the field of e-learning. They examined the abstracts of 427 scientific articles of leading German-speaking e-learning conferences *Gesellschaft für Medien in der Wissenschaft* and *E-Learning-Fachtagungen der Gesellschaft für Informatik e. V.* (GMW and DeLFI) – published from 2007 to 2013. The study was conducted at German-speaking conferences and, thus, reflects the situation in Germany, Switzerland and Austria. Fischer et al. (2015) made an important contribution to the diffusion of digital media in higher education. The researchers found that the detailed analysis of the frequency distribution over the seven years reflects the intensity of scientific discussion towards e-learning trends, and conclusions about the didactical or technical potentials of innovations can be introduced. Specifically, they found the development potential of learning management, mobile learning, virtual worlds, e-portfolio, social media and Massive Open Online Courses are crucial for e-learning in German higher education. Moravec et al. (2015) showed how e-learning tools impact students' achievement. The study was attended by nearly 2000 students. According to Moravec et al. (2015), the study compares the results of questions from the area of law where the tool was provided in a pilot version with the results of questions, where the e-learning tool

was not provided. The researchers found that the e-learning tools have affected the students' results. Nevertheless, the belief of the e-learning tool may possibly have a negative effect on students who will depend on given materials was disproved.

By using the Cohen's model and based on data collected from 15 documents from relevant research studies conducted on the effect of ICT based e-learning on academic achievement during 2010-2012, Mothibi (2015) examined the relationship between e-learning and students' academic achievement in higher education. The researcher found that ICT had a statistically significant positive influence on e-learning based students' academic achievements. The results also indicated that ICT had a significant positive influence on students' educational overall academic achievements. Scholtz and Kapeso (2014) and Almajali et al (2016), Shannak (2013) explored the factors of mobile learning (m-learning) approaches which can be used for enterprise resource planning (ERP) system. The technology acceptance model (TAM) was applied to assess the acceptance, usefulness and perceived ease of use of the m-learning. The researchers found that the m-learning system was correlated positively for perceived ease of use and perceived usefulness as such findings confirmed other studies which stressed the importance of the quality of course content in e-learning and m-learning projects. Pieri and Diamantini (2014) conducted their research based on the experience of e-learning web 2.0 at the University of Milano-Bicocca in the academic year of 2011-2012. The objective of the research was to make the implicit and tacit knowledge that the users have, explicit, and therefore more accessible. Since the ICTs have become an essential part of the learning experience for people all ages, so it's become a concept that needs to be explored, the researchers started elaborating the transition from Web 2.0 to e-learning and the aggregation of the power of Web 2.0 with social networks in the learning process. They used Thinktag Smart, a new Web 2.0 platform; that mixes the learning opportunities offered by the web 2.0 with the learning opportunities of social networks for sharing knowledge, to train 137 students in two subjects (Tourism, and Sociology of innovation), after this experience they gave them a questionnaire to evaluate the learning experience, and the platform. Thinktag Smart had some features that were most used in the platform: (resources, shelves, and groups); where the least used were: (Wiki, collections and chat), the strengths of the platform which made it generally appreciated, were; the resources or the ability to exchange and share information with users of Think tag Smart; support teaching as

the portal was open to share notes and materials connected to courses they need; and the interactivity feature of the platform provided for the users. As for the weaknesses, which didn't allow for the complete satisfaction, they were; the slowness in loading the pages, the unclearness/complexity, the lack of immediacy, and intuitiveness. In sum the platform was a tool of great potential, but to be competitive; realities need further improvements. Salter et al. (2014) aimed to demonstrate the features and benefits of the practice of e-education in general and in particular in the pharmacy, where e-education helps to clarify the vehicles pharmaceutical and elements of vehicles in that it would facilitate the process of analysis and helps to count the number of elements, a more precise and faster, where there are a number of theories that help to clarify more broadly. It is those theories to determine the effectiveness of the system and how to explain overlaps that occur within complex e-education system and therefore the system's capacity for analysis and helps greatly stunning offers time and effort and cost. The researchers found that e-learning to be effective at increasing knowledge immediately after training for all topics and in all contexts. E-learning in pharmacy education was a highly suitable instructional format for pharmacists and pharmacy students. It is the benefits that help their e-education system in the field of universities, where all the students are taking the attendance and leave them through computer system due to the student e-education, e-has to know the number of absences, as well as upon request duties is due to send and receive the solution through e-education persist this system its ability to sweep all organizations work accuracy and speed. Teo (2014) aimed to clarify the extent of teacher satisfaction of the application of e-learning programming persevere teachers. Teo (2014) investigated the key drivers of teachers' e-learning satisfaction. 387 participants in a postgraduate diploma in education completed a survey questionnaire to measure 6 constructs (tutor quality, perceived usefulness, perceived ease of use, course delivery, facilitating conditions, and course satisfaction). By using structural equation modelling, data analysis showed that, apart from facilitating conditions, all other constructs were significant predictors of e-learning satisfaction. Nevertheless, the facilitating conditions construct was found to be a significant mediator of perceived ease of use and satisfaction. The trend of using e-learning as learning and teaching

tools is now rapidly expanding into education. Suri and Sharma (2014) examined the relationship between disciplines of students and their responses and attitudes towards e-learning. The researchers used computer and e-learning attitude scale by employing survey questionnaires to 477 students enrolled in various courses across 6 major disciplines in Panjab University Chandigarh, India. The researchers found a significant relationship between discipline of student and the factors of scale on computer and e-learning attitude which set emphasis on the role of department in learning and satisfaction level of students. Arasteh et al. (2014) proposed a dynamic resource management model to develop the availability and dependability of the e-learning services in the grid system. A dynamic replication technique was employed to tolerate resource failure/unavailability during the execution of an e-learning service in the economic grid system. The researchers found that the availability of the e-learning services in the proposed model was higher than those of the basic resource management services. This model maintains a trade-off between cost and the degree of quality of e-learning services. Ceobanu and Boncu (2014) investigated in a theoretical manner the challenges associated with the use of mobile technology in adult education. They argued that mobile learning (m-Learning) can be placed at the connection of eLearning and mobile computing, which is differentiated by the capability to access learning resources anywhere, anytime, through high capabilities of search, high interaction, high support for effective learning and ongoing assessment based on performance. Also, m-Learning considered to be as an extension of eLearning, but characterized by its independence from a location in space and time. Furthermore, m-Learning comprises the use of mobile technology in the service of the processes related to teaching and learning. The learning can be considered as the point where mobile computing and eLearning meet to create a learning experience that can be commenced anytime and anywhere. Beurs et al. (2015) argued that randomized researches investigating the impact of training of mental health professionals in suicide prevention guidelines are limited. The researchers evaluated whether professional benefited from an e-learning supported train-the-trainer program aimed at the application of the Dutch multidisciplinary suicide prevention guideline. 45 psychiatric departments from all over the Netherlands were clustered in pairs and selected randomized. All of the staff of psychiatric departments was trained by peers with an e-learning supported train-the-trainer program. Multi-level analyses were