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Online Evaluations in Educational Sector and its Implementation

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***Abstract*: Technology has taken charge of our daily lives, rendering tasks easier. Smartphone is known to be a major innovation that has improved human life in many ways. Android operating system is open source and accessible for all, many apps are eligible for entertainment and education, with cut-throat competition for various tests, learners have moved from formal practice to preparing e-learning. This paper examines the development of an Android-based quiz app that helps students prepare for tests, involve students in the topic and also help teachers keep track of students ' progress. This paper also illustrates some of the key advantages of using such digital evaluators as an innovative way to deliver a more coherent, engaging, efficient and overall better learning experience, but also sheds light on some of the challenges faced during the app's growth.**

***Keywords*: Online Evaluation, Android Apps Development**

1. Introduction

There's no new interest in how to enhance education for students. Quizzes are generally assumed to be useful tools for strengthening training and consolidating what has been learned. We live in an era when technology has taken over our day-to-day lives, we use software for almost everything from waking up in the morning to moving to our day-to-day existence, but as far as the learning system is concerned, how we adapted the framework has also changed over the years, based on people's needs. The environment of the classroom has evolved dramatically over the years, learners today want a more engaging and innovative form of learning, educators now tend to use creative new forms of teaching so that the lesson can be learned and students involved in the learning process in order to catch their interest and increase their excitement by interactive learning experiences, digital education.

In a number of ways, quizzes can be useful. Second, they provide participants with encouragement to attend classes. For summary, wilder (2001) examined the effect of unpredictable quizzes on student participation in the psychology of learning science. Results showed that student involvement improved by 10 points when the quizzes were in service. Frequent quizzes help students hold the subject longer or prepare them for high-stakes tests (Johnson & Kiviniemi, 2009). However, several findings have shown that repeated learning raises the interest of the student's classroom and creates a sense of healthy competition. They built the software to make it easier for students to use portable devices such as smartphones and tablets to take short quizzes.

Byers and Alnarp suggested to use QuickBasic and JavaScript to build an Interactive Training Expert Framework for the Quizzes. Eventually, after measurement, the precision of the correct answers is shown. This questionnaire offers users the ability to build their own survey. The functional variant of the above program is also accessible at Regular Checking, because schools may gain valuable knowledge about how they are doing by giving students regular quizzes.Additionally, frequent reporting can provide useful feedback to educators, administrators, parents, and learners on student performance in the classroom (Bangert-Drowns et al., 1986; Standlee & Popham, 1960). One of the other major benefits of daily assessment is that it improves the students ' extrinsic motivation; when students want to get good grades in the classroom, they try hard and spend a lot of time preparing for the quizzes (Dustin, 1971). There is another argument that students have been motivated by having good quiz scores. This has a loop impact since the exam itself is a strong source of motivation for students to study more for the quizzes (Zarei, 2008). Another explanation that repeated testing enhances the education of learners is that regular research includes small quantities of resources. We are therefore more carefully and systematically treated (Standlee & Popham, 1960). In contrast, Selakovich (1962) suggests that repeated research also contributes to more classroom discussion of the subject or topic discussed in the same course. Dustin (1971) suggests that pressure is minimized by repeated monitoring as far as tension and depression are concerned. Teachers can also insure that students perform the necessary lectures and assignments in the class by frequent checking, although there are a variety of web-based and Android-based apps that are, on the other hand, linked to quiz. On the other side, against repeated monitoring, a variety of issues are also posed. Conducting and rating tests is really time-consuming and it can take away the class time from effective instruction. Frequent work may also become tedious for learners and decrease student interest in materials and education in general, but to provide all of the above resources, we need to tackle big data analytics, but many barriers to exploit big data capabilities today.

2. Types of quizzes

Research on in-class quizzing and student academic indicators are marginally mirrored in the literature, research on out - of-class electronic quizzing, and under-representation of student academic indicators. For example, in-class quizzes take away instructional time (anywhere between 10-20%), in-class quizzing offers an aspect of school management by allowing instructional time to administer and collect quizzes. Of reality, the time needed to take and manage the test also eliminates opportunities for students to engage the instructor directly on class subjects and conversation and, vice versa, directly involve the educator with the students. When we combined our collective experience of in-class quizzing with the apparent lack of out - of-class online quizzing-focused science, we figured a study should be conducted. This need for research was further justified on the basis of how vague the existing literature is about the possibility that quizzing has an effect on particular student educational metrics for out - of-class digital quizzes

1. Out - of-class digital quizzes can lead to higher student engagement in the classroom.
2. Virtual quizzes out of school will result in an increase in academic performance.
3. Out-of-class digital quizzes will result in increased awareness of students

3. Method

- Make the students grasp the syllabus.
- Render the exam mandatory for this particular topic to receive credits.
- Render the questionnaire so that educators can modify the query as well as include more questions and make some adjustments if necessary.
- Both students on their cellular devices should be made available to the quiz so that a sample can be taken from anywhere.
- Hold trap doors in the software when taking the quiz to avoid misuse.
- Keep regular homework and quizzes and send every rank and keep track of success so that the educators have a good idea as to whether the student wants further support in raising his grades.
- To assess the quality of the class in general, the instructor should be able to see all the ratings of the pupil.
- At the conclusion of the exam, scores can be given by the students who use this score, educators can get input from the students about the quizzes and work on improving the quiz for the next test, which offers the educator a great opportunity to understand where their learners are and what effort they have to bring in according to the quiz results to help improve students ' grades.
- The school can also receive input on the educators from the participants. The data gathered through this method can be used to measure the work and effort of the educators, but sometimes this data provided by the learners can be skewed.

4. Common views about student ratings

- Student grades are the sole measure of teaching.
- Certain teachers exploit students to achieve higher scores.
- Students are skewed against certain faculty members (and nobody will notice).
- Ratings do not demonstrate the use of effective teaching methods.
- Correlations with other factors render results inaccurate or inconsistent online response rates too small to be reflective.
- Students do not take the scores seriously, cheat or are too harsh.
- Focus on unusual or unfavorable ratings and do not realize which usual difference is appropriate.

5. Design of proposed system

The aim of the proposed app is to be centric to the consumer. The consumer will log in after registration and begin the test by selecting the subject. One minute will be given to every query. The client will address the question within the time frame and the correct answers will be shown upon submission. When the client does not answer within the period specified, the next query may appear. Users can also display their previous results, but all users ' performance can be accessed by manager. Actual participants are learners who may take the exam by signing in. Admin duty is to add more questions and keep a note of both the previous and existing quiz progress. The fig 1 and fig 2 below display application case examples of admin and device clients.

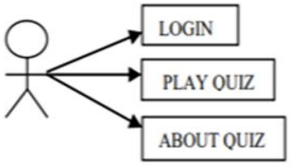

Fig. 1. Users side in the app

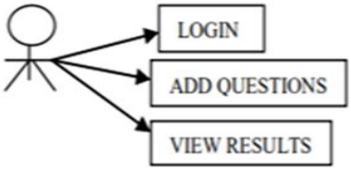

Fig. 2. Admin's side in the app

Technically, if a client begins the program, he / she will sign in as an administrator or as a user, if the user is already enrolled or can update. After login, the user will be given a username and password. If the user logs into the server as an

administrator, the user may access the responses of all the other users or add the queries into the database by choosing a specific area and then clicking the subject area. If the app is logging in as a client, the App's home screen will be available. There are five icons of various purposes in the home screen. By clicking on the Quiz button, he / she will be able to take the quiz. For each one-minute question time. In that moment, the consumer will answer the question. If the consumer answers the question, it will show the correct answer. Customers can see their own previous results, but managers can show all customers data. Device map view is shown in figure 3.

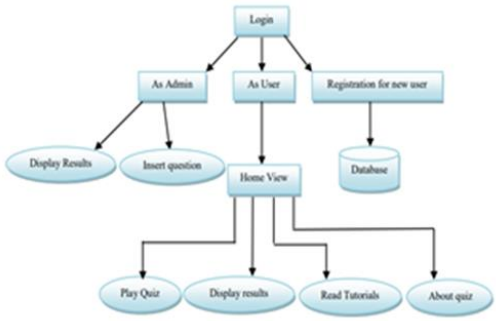

Fig. 3. Diagrammatic view of the app

6. Findings

Based on personal experience in creating the questionnaire and existing information, the Android App designers face the following challenges: Different Devices: The most important difficulty is to adjust the app's property for different devices of different screen sizes, resolution, etc. There are many variations of every Android device and this renders the job very difficult before launching the software, precise version specifics need to be reviewed. Because it has to be performed in different devices, it also impacts the effects of price and plan. Developers have to update software for each version of Android as conversion problems are necessary to move the existing code to a new platform. There are moments where activity across the new platform is also special. Android Software Testing: The Development Environment actually has inadequate testing resources. Testing techniques are needed for the Android Platform. Tools for testing must also be made available. Different Applications Specific features: Often different devices have different software support capabilities as some apps have weak HTML5 support. Emulators / Simulators Problem: Emulators are the tools that provide us with Android Tools ' hardware setting while simulators provide us with the software environment. Phones are evaluated on emulators that are not appropriate for evaluation. Emulators are very slow to start and work, and it takes a lot of time. File Intensive Apps: Since Mobile Devices have very limited memory, saving huge amounts of data in it is very difficult. Offline caching does not work well and it's a challenging task to synchronize with another data source. Software / Hardware Compatibility Lack: On another phone, one key on the Android device functions differently. But creating a device that depends on a specific hardware to do something is challenging. Security Issue: Because Android is an open source operating system, malicious applications can be downloaded by accident by users or for any other purpose that may contribute to data loss.

7. Conclusion

Smart phones and software have drastically changed everyone's existence. The device for smartphones helps you to do almost everything from playing games and providing entertainment to monitoring your wellbeing or even basic day-to-day activities. This paper provides a strong overview of how we can incorporate digital evaluators in the education sector, what effect it has on student performance and the challenges faced through app development. The learning has been very challenging, inspiring as well as satisfying. When studying for the exam, students may use the Quiz software conveniently. From time to time, more queries can be introduced so that App can fulfill consumer requirements. Several other modules for a particular topic, such as on-demand MCQ's, Downloading Tutorials, Downloading Reference Books, etc. can be introduced for functionality enhancement in future.

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