



LEARNING MANAGEMENT SYSTEM TO ENHANCE THE QUALITY EDUCATION IN UG COLLEGES

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ABSTRACT

The learning process is strengthened by Learning Management Systems (LMS) through virtual classroom settings. With intervening mechanisms that encourage online collaborative-groupings, professional training, discussions, and communication among other LMS users, a typical LMS promotes an inclusive learning environment for academic development. The use of modern LMS resources, active learning, and certified curricular standards should all be balanced by the instructor. An LMS enables instructors to create online activities, guide and model dialogues, establish learning objectives, provide learners options, and support problem-solving through decision-making procedures. Teachers and students have access to an online classroom using learning management systems (LMS), which promotes learning procedures. Teachers and students have access to an online classroom using learning management systems (LMS), which promotes learning procedures. Learning Management Systems (LMS) support teachers and students in the learning process in virtual classroom settings.

Keywords: resources, collaborative, inclusive

INTRODUCTION

The Karnataka LMS Scheme is a digital introduction programme plan that the state government of Karnataka has just started implementing. Lessons are available on digital platforms in a number of languages. According to the state of Karnataka's administration, more opportunities for e-learning will be made available at educational institutions, including schools and colleges, as a result of this digital project. LMS offers a framework for a delivery techniques including emails, discussion groups, audio discussion presentations, and newspapers (Alzahrani, 2019). Students can speak with one another using delivery methods without being distracted by their physical location or by the passage of time (Alzahrani,

2019). Learning can be done in with other obligations and responsibilities thanks to settings (Alzahrani, 2019). Additionally, in arrangements, students must use an LMS to investigate the course contents, communicate effectively with others, and control the technological aspects of the curriculum. Utilizing an LMS gives online students reliable feedback on their performance (Downes & Bishop, 2015). LMS use enables independent learning for online students. The choice between an LMS with a proprietary system and an open-source system must be made by college groups (Kimmons, Hunsaker, Jones, & Stauffer, 2019). The choice is mostly influenced by the resources available and the amount of competence or understanding of



LMS users within college organisations (Turnbull, Chugh, & Luck, 2019). College groups must pay a fee to access and use the LMS features through a proprietary system that uses an exclusive code (Kimmons et al., 2019). In order to create online learning environments that make use of a variety of media and communication tools and promote learners' choice in the selection and usage of online learning resources, educational entrepreneurs are supporting open-source solutions. These open-source technologies are still developing to account for the possibility that they might only be used in web-based environments (Turnbull et al., 2019). Organizations in schools can employ open source software to fit their needs. Students at colleges and universities are among of the most frequent consumers of open source software. Most collegiate settings have access to IT skills to facilitate the use of open-source solutions.

OBJECTIVES FOR THE STUDY

1. To enhances the performance of the students.
2. To access the videos, materials related to the concerned subject.
3. To track the performance level of the students.

METHODOLOGY APPLIED

- A. Primary Data:** The research is developed through observation and collection of data through questionnaires. The sample size is determined as 60 student's response from in and around Dakshina Kannada District, Hassan District and Udupi District.
- B. Secondary Data :** Theory is developed on the basis of referring secondary data like books, journals and magazines.
- C. Statistical tool:** To analyze the data Chi square technique is used and arrived conclusion from this analysis.

LMS ENHANCES THE LEARNING FOR STUDENTS

A classroom response system is a technology resource used by an LMS to support online conversation. According to Barth-Cohen et al. (2016), students can use clickers as a response

system during online classroom sessions. They gathered information for their study from students completing an online course for schoolers. The teacher set up online discussion forums for the students to participate in and gave them clicker questions to respond individually (Bernard et al., 2004), i. Online teachers who gave their students access to the educational technology discovered that their students started asking inquiries of other students. The usage of clickers promoted online discussion among students. Colleges today provide every student with a laptop so they may access the LMS technologies that are constantly being used to support online instruction (Turnbull et al., 2019).

A learning management should have the following characteristics for the students:

1. Structure
It should have a proper structure with centralization and organization of all learning-related functions into one system which would enable navigation easy and effective.
2. Security
The learning management system should be able to protect from unauthorized access to courses, student records, and administrative functions.
3. Registration
It should help in finding and selecting or assigning courses, curricula, etc. by learners and their supervisors, which would also include instructor-led training classes.
4. Delivery
It should be able to provide smooth delivery of content, on-demand delivery of learning content and experiences to learners.
5. Interaction
It should facilitate learner interaction not only with the content and communication between learners, instructors, course administrators, but also between communicative content and the LMS.
6. Assessment
It should enable administering assessments and the collection, tracking, and storing of assessment data, with further actions taken based on the results of assessment. Many LMSs include the ability to create assessments as well.



7. Tracking

It should be able to track learner data including progress on a predefined set of training goals and requirements, and tracking of courses for usage, especially in relation to required deployment of mandated training.

8. Reporting

It should enable extraction and presentation of information by administrators and stakeholders about learners and courses, including the information that is tracked as described above.

9. Record keeping

It should also have provision for storage and maintenance of data about learners. This includes both demographical information profiling

10. Personalization

It should enable configuration of LMS functions, interfaces, and features by learners and administrators to match personal preferences, organizational needs, etc.

11. Integration

Exchange of data with external systems to facilitate enterprise-wide tracking of learner performance and transfer of user data and to exploit external content and learning resources should be a characteristic of a LMS.

12. Administration

Above all, it should be able to centrally manage all of the functions which are listed above.

EMPIRICAL APPROACH

Note: SA- Strongly Agree, A- Agree, N- Neutral, DA- Disagree, SD-Strongly Disagree.

M = Male, F = Female.

Table No 1. Learning management system enhances the performance of the students

SL No	Statements	Gender	SA	A	N	DA	SD	X2	Accept/Reject
1	It provides videos, materials related to the concerned subject.	M	9	7	11	3	0	0.24	Accept
		F	11	11	7	1	0		
2	It tracks the performance level of the students.	M	17	13	0	0	0	.28	Accept
		F	15	14	1	0	0		
3	Contents are accessible at any time to refer and study for the students.	M	9	14	7	0	0	.70	Accept
		F	18	12	0	0	0		
4	Assignments are submitted through LMS	M	15	14	1	0	0	.06	Accept
		F	16	13	1	0	0		
5	It enables students to easily understand the concepts of their subjects	M	11	19	0	0	0	0.27	Accept
		F	13	17	0	0	0		
6	It encourages e learning among the students.	M	14	15	1	0	0	.60	Accept
		F	16	13	1	0	0		
7	It develops skill and competency level of the students.	M	17	13	0	0	0	0.66	Accept
		F	15	13	2	0	0		

Source: Primary Data

Note: Degrees of Freedom: 4. Value = 9.488 at 5% of level of significance.



FINDINGS

1. It provides videos, materials related to the concerned subject..
2. It tracks the performance level of the students..
3. Contents are accessible at any time to refer and study for the students. .
4. Assignments are submitted through LMS.
5. It encourages e learning among the students

SUGGESTIONS

1. Provide more importance for a good content development and management system.
2. Updating of information is required to catch the attention of the students.
3. Encourage the students to use LMS.

CONCLUSION

In online classroom environments, LMS reinforces teachers and students in the learning process. A standard LMS supports an inclusive learning environment for academic progress with interceding structures that promote online collaborative-groupings, professional training, discussions, and communication among other LMS. Studies on how LMS resources support student achievement are emerging steadily. Continual LMS technology resource changes and refinement can impact the implementation of pedagogical changes to assist students in online settings. Educational leaders can support the initiative by working with school instructional teams who support the effort. Instructors should balance active learning with the use of LMS technological resources and using guidelines from the qualified curriculum.

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