

TUTORS CLOUD

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ABSTRACT

As social network sites rise in popularity, the youth spends large amounts of their time browsing the Internet and interacting via social network sites. Furthermore, social network sites creates opportunities that allow the youth to connect to different learning environments and thus opens up options for new dimensions to learn. This gives rise to research on a shift from conversational to education content of social media. However, due to social and economic challenged circumstances, many children in third world countries cannot share in these opportunities. Poor numeracy and literacy levels achieved in basic education, predict huge stumble blocks for these learners during their school career. Added the huge shortage of teachers who can provide mother tongue education to non-English speaking learners, a challenge is inevitable. But the rapid technological changes in information and communication technology enable people to help one another, even over distance. Situated in this context, the broad aim of this ongoing research is to investigate how the use of social networking tools as a platform for cross-age e-tutoring addresses the social and educational needs of social and economic challenged learners. The first part of this ongoing research used an experimental study and the conclusions drawn clearly indicates that the possibility exists for adolescent tutors to develop a higher self-esteem when administered in a position as tutors of younger tutees. The younger tutee also indicated that it was a positive learning and social experience. These results are enough reason to redo this research by moving to a quasi-experimental research method with a control group.

Keyword: social computing; mobile learning; e-tutoring; identity development; information security awareness

1. INTRODUCTION

Tutors cloud is a platform for all such people who can share their knowledge with others who are in search of knowledge can meet. It has no any particular domain that restricts people. In fact all new talents and arts are given chance to excel. While most educational institutions are gradually leaving the manual method behind so as to embrace the web based and online course registration method, as more and more teachers in education system experiment with technology, looking for new ways of enhancing their traditional way of teaching, the need of flexible tools to support well planned blended learning scenarios is emerging.

Both tutors and students to meet in homely environment and both learning and earning is done together. It is not only meant for educational sector it is much more than education. Anything that the learners aspire to learn is provided service through "TUTORS CLOUD".

2. LITRATURE SURVEY

Social computing Schuler defines social computing as "any type of computing application in which software serves as an intermediary or a focus for a social relation". ©2015 IEEE. Computing is a cross-disciplinary research and application field that includes both computational and social sciences. One application of social computing is the creation of an online social network "to support effective online communications for social communities" Educational potential of social networking sites. There is an increase to use social networks for non-formal educational activities.

Mobile learning there is an increase to use social networks for non-formal educational According to the mobile earn consortium. Social networking sites as an environment for Identity Development According to Tazghini and Siedlecki self-esteem "refers to the extent to which a person prizes, approves, likes and values him or herself"[1].

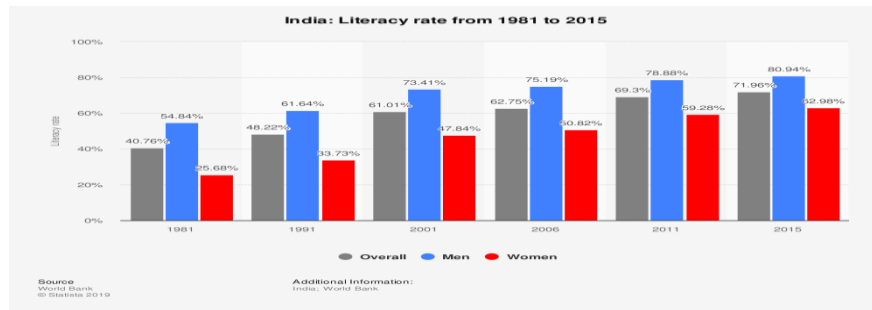


Fig 2.1 INDIA Literacy rate from 1981 to 2015

In Fig 2.1 it refers that the average Literacy [6] rate in India from 1981 to 2015 is gradually decreasing .In India there is many opportunities for Men compare to Women. From our Tutors Cloud it can also helps Women and also for the parents who are searching for the jobs and Education.

According to India's Census 2018

- ▶ Literacy rate in Urban India is 79.5%.
- ▶ Unemployment rate in Rural India is 5.3% and 7.8% in Urban India.

Overall Unemployment rate 6.1%.

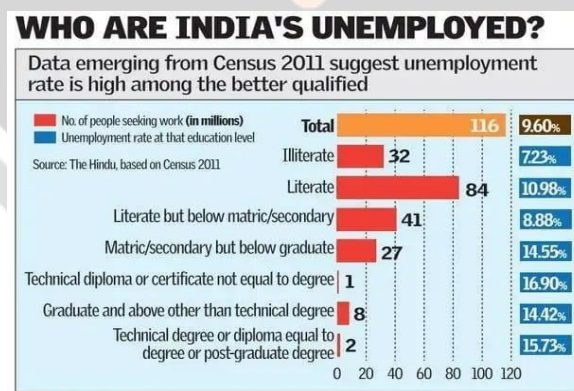


Fig 2.2 Unemployment rate, based on Censes 2011

In Fig 2.2The Hindu, based on Censes 2011 [3] there is again gradually increasing the unemployment rate. The No. of people seeking work (in millions) but there is still increase in Unemployment rate at that education level. The figure shows us the current Illiterate and Literate percent [8]. According to the Pew Research Center, a significant majority of Indians consider the lack of employment opportunities as a "very big problem" in their country. "About 18.6 million Indians were jobless and another 393.7 million work in poor-quality jobs vulnerable to displacement", states the Pew report. According to the Centre for Monitoring Indian Economy Private Limited, India has never tracked and published monthly, quarterly or yearly employment and unemployment data for its people.

3. METHODOLOGY

The proposed methodology was used in a week long study where the focus was on five grade 11 adolescents (tutors) and five learners from unfavorable socio-economic circumstances (tutees). Essentially the model was created to accommodate the tutoring of the learners by adolescents using social networking tools. Several factors were considered when the environment was compiled, which include availability and cost, Windows support and security. In order to create such an environment, several possibilities were created, tested and integrated before the environment was established. The main aim of this project is to add a human touch to tutoring when face-to-face tutoring is not a possibility. Thus, the environment must enable a tutee and tutor, at their different locations, to see and hear one another. Thus, the minimum software environment consists of a peer-to-peer VoIP application that specializes in providing real-time multimedia services over the Internet and tutoring material. The first service that the VoIP application must provide is synchronous audio-video communication, collective named video telephony. Video telephony allows for the simultaneous transmission and reception of audio-video signals at different locations. This video service will enable the tutee and tutor at their different locations to see and hear one another. The second service needed is a means for asynchronous communication. Short Message Service (SMS) is an element of any mobile communication device or system and involves the exchanging of short text messages via standardized communications protocols. This SMS service is needed to allow both the tutor and tutee to setup time slots for tutoring sessions. A third service needed is a desktop sharing facility for real-time collaboration. Desktop sharing is a technology that allows remote access or collaboration on a computer through a graphical terminal emulator. Online collaboration is an important component of multimedia communications and allows for the tutor to share his or her screen with the tutee, and vice versa. The final required service is a whiteboard. In the context of computer software applications the term whiteboard refers to features that simulate traditional whiteboards. "Virtual whiteboards" has a simulated canvas on which participants can write or draw. This will enable the tutor to explain concepts to the tutee. Video chat, short messaging, desktop sharing and a virtual whiteboard will create the notion of virtual space where the tutor and tutee can socialize and tutoring can take place. The minimum hardware requirements are 2GB or more of RAM, microphone and speakers and a webcam. A webcam is a relatively low cost device which can provide live video and audio streams via a laptop or tablet, and is used for video chats. The Skype TM implementation was selected as it is currently one of the most popular VoIP applications available on the web. The services Skype provides include the minimum services explained above and it is Microsoft compatible. As cost is a huge consideration bearing in mind the socioeconomic circumstances of the tutee, the software had to be free. Skype TM is based on a freemium model. A freemium is one of the many pricing strategies available for online products or services. Skype TM is provided free of charge, but money is charged for other functionalities and proprietary features. As the system that this research will employ will augment the literacy skills of socially and economically challenged children in South Africa via social network sites the sample will consist of tutors and tutees. Five tutors working with a tutee participated in the study. The tutors were 16 to 17 year old adolescents. The tutors have sound academic backgrounds as well as technological skills. An important prerequisite is that they must have the same mother tongue as the tutees. The tutees will be underprivileged grade 2 to 3 children who live in care centers where after school support is not possible or nominal. Tutorial material included e-books, mathematics worksheets and comprehension reading worksheets. The project was started with an initial face to face meeting where the tutors were familiarized with the technology and software application by the tutors. An interactive session via tablets was established. During this first session, although physically not distributed, an online tutoring session took place to familiarize all role players. Five tutoring sessions were agreed upon by each tutor and tutee. The tutees were assisted during these tutoring sessions by caretakers. A final face-to face session was conducted after the completion of the e tutoring sessions. The tutors completed a RES questionnaire before and after embarking on the tutoring process. The tutors kept an experience journal throughout the process. Interviews were also conducted.

4. IMPLEMENTATION

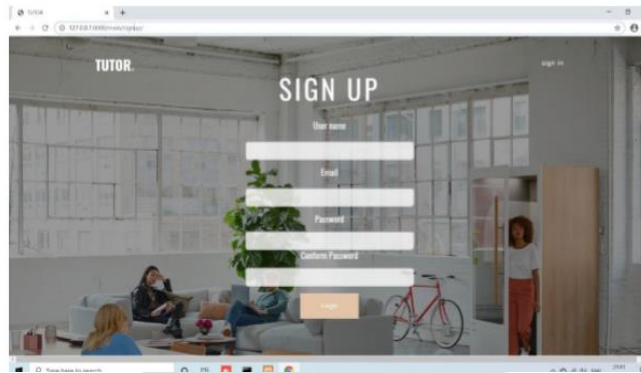


Fig 4.1: Home page of App

In Fig 4.1 is the home page of Tutors cloud and in this tutor can sign up and login to the app.

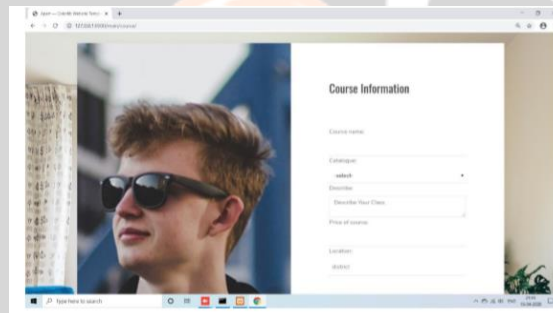


Fig 4.2: Tutor Course Information

In Fig 4.2 shows that course information of the tutors cloud.



Fig 4.3: User Browse Courses

5. CONCLUSION

The first set of conclusions drawn from this experiment clearly indicates that the possibility exists for adolescent tutors to develop a higher self-esteem when administered in a position as tutors of younger tutees. This result is enough reason to redo this research by moving over to a quasi experimental research method with a control group. Benefits that also came from this experiment were the experience that the socially and economically challenged tutees gained from the experiment by using social networking tools. The exposure to information

security concepts important to social networking tools could have a positive result on the information security awareness of the tutees. This concept will be measured in the next round of research.

6. REFERENCES

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