



iJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 11 Issue: VIII Month of publication: Aug 2023

DOI: <https://doi.org/10.22214/ijraset.2023.55019>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

Cloud-based on OTG Lab

Vigneshwaran¹, Sreerambabu², Kalidasan³, Mohammed Riyaz⁴

¹PG Scholar, ²Head of the Department, ^{3,4}Assistant Professor Dept of MCA

Abstract: *The laboratory has an important role in a student's career. It is used for students doing their practical work. It will help to increase their growth and knowledge about programming languages. The aim of this project was to attend lab sessions anywhere and any place. OTG lab reduces the cost of equipment, space, maintains. Furthermore, these labs are helping with distance learning, improving lab accessibility for students, and providing safety. These labs are easily accessible to staff and students via the Internet to perform practical work experimentation. Cloud-based OTG labs allow democratizing access to expensive equipment and allow institution with limited resources to provide their students. Furthermore, cloud-based OTG labs facilitate scalability and flexibility. Multiple users can access the same lab simultaneously, enabling collaboration and fostering interdisciplinary research. This lab allows us to show evaluate the student's progress and activity.*

Keywords: *Online lab, attend lab test, view the activity, send alert notification, view attendance, MySQL database.*

I. INTRODUCTION

The Cloud-based OTG Lab is a revolutionary concept designed to provide users with a dynamic and immersive learning experience. Gone are the days of traditional, static learning environments. Instead, the Cloud-based OTG lab empowers learners to explore, experiment, and innovate in a secure and scalable cloud environment. With the Cloud-based OTG Lab, learners can access a vast array of virtual resources, tools, and technologies from anywhere, at any time, using just a web browser. No longer constrained by physical labs or specialized equipment, individuals and teams can now delve into real-world scenarios, simulations, and practical exercises to master a wide range of subjects. Whether you are an IT professional seeking to upskill, a developer diving into the world of cloud-native applications, or a student eager to explore the latest technologies, the Cloud-based OTG Lab offers unparalleled flexibility and convenience to cater to your unique learning needs. Join us in this transformative learning journey as we unlock the potential of the cloud and unleash innovation. Get ready to explore, experiment, and elevate your skills with the Cloud-based OTG Lab!

The key feature of the Cloud-based OTG lab:

- 1) **Accessibility:** Users can access the Cloud-based OTG Lab from anywhere with an internet connection. This removes geographical limitations and allows learners to engage in hands-on activities and experiments at their convenience, whether at home, work or on the go.
- 2) **Flexibility:** The Cloud-based OTG Lab offers a flexible learning experience. Learners can choose from a diverse range of courses, modules, and labs, tailoring their learning journey to match their specific interests and goals.
- 3) **Real-World Simulations:** The lab provides access to real-world simulations and scenarios. Learners can practice and experiment in a safe environment that replicates actual industry setups, allowing them to gain practical experience without the risk of causing damage to living systems.
- 4) **Scalability:** The Cloud-based OTG Lab is highly scalable, accommodating individual learners, teams, or even entire organizations. It can handle various skill levels and adapt to the learning needs of beginners and advanced users alike.
- 5) **Cost-Efficiency:** By leveraging the cloud, the lab eliminates the need for physical infrastructure and expensive hardware. This cost-effective approach allows for a broader range of courses and ensures learners get the most value out of their educational investment.
- 6) **Real-Time Collaboration:** Learners can collaborate with peers, instructors, or experts in real time. This fosters a sense of community and enables knowledge sharing, enhancing the overall learning experience.
- 7) **Hands-On Learning:** The Cloud-based OTG Lab prioritizes hands-on learning, which is often the most effective way to grasp complex concepts. Users actively engage with tools, technologies, and exercises, reinforcing their understanding through practical application.
- 8) **Security and Privacy:** The lab provides a secure environment to conduct experiments and exercises without risking data breaches or compromising sensitive information.

- 9) Instant Feedback and Assessment: Learners receive immediate feedback on their performance, allowing them to track progress, identify areas for improvement, and adjust their learning approach accordingly.
- 10) Updates and Latest Technologies: The lab can swiftly incorporate updates and the latest technologies, ensuring learners stay up-to-date with the rapidly evolving tech landscape.

II. PURPOSE SYSTEM

The purpose of the system is to develop an OTG Lab for students using Cloud technology. It incorporates Online web lab and virtual lab functionalities to streamline attend lab, data integrity, and enhance accuracy. The Cloud-based OTG lab is to revolutionize the learning experience by embracing the capabilities of cloud computing. By offering practical, accessible, and flexible learning opportunities, it empowers individuals to acquire valuable skills, adapt to technological advancements, and thrive in an ever-changing digital world.

III. SYSTEM ANALYSIS

A. Existing System

Normally, Students are doing their practical work in on-campus laboratories at college. It will increase their learning activities and research activities. This lab can use to complete their coursework and increase their knowledge about programming languages. In the lab session, when a student is making an error in their work, or they are not doing their works what they will do, the staff will be able to see it and help them directly- that is how we do it in face-to-face labs.

B. Proposed System

The proposed system aims to create virtualized OTG lab that is hosted on the cloud for students through a web browser. It is easily accessible to users via the Internet. This lab has an online compiler and remote access for programming and maintaining lab details and scheduling details. It offers the convenience to attend lab tests at anytime and anywhere with records stored in a database for accurate reporting. OTG labs allow students to perform their tasks in a virtual environment anytime and anywhere, as long as they have a device connected to the Internet. It offers large projects or capstone exercises to allow users to work on comprehensive tasks in the OTG lab. Overall, the system provides lab tests, attendance management, generates reporting for lab tests and generates alert messages to users, and real-time monitoring.

IV. DEVELOPMENT ENVIRONMENT

A. Hardware Requirement

- 1) Microprocessor: Intel(R) Core (TM)i5-6200U CPU @ 2.3 GHz
- 2) RAM: 8 GB of RAM
- 3) Hard Disk: 1 terabyte (TB) on installation drive
- 4) Operating Systems: Windows 10 Pro 64 bits Operating System

B. Software Requirement

- 1) Server Side: PHP and Python 3.7.4(64-bit) or (32-bit)
- 2) Client Side: HTML, CSS, Bootstrap, React JS
- 3) IDE: Flask 1.1.1
- 4) Back end: MySQL 5.
- 5) Server: WampServer 2i

V. MODULE DISCRIPTION

A. OTG Web-dashboard

The OTG(On-The-Go) lab dashboard provides users with an overview of their learning progress, course information, and access to various lab resources. It has included user profile (student or staff) such as Name, Profile picture, User ID, Email address and Contact information. It will help to show the course details for students. So that student can easily enrol and attend the lab session in OTG lab. In this web dashboard are used the virtual lab methods. It is useful for all students used in any locations.

B. Compiler Integration

Compiler integration within a cloud-based OTG lab enables the learner to write, compile, and run the code within the lab environment. In this module supporting the programming languages, such as C, C++, Java and etc. It will Provide the web-based code editor where learners can write and edit the code directly within the lab environment. So that learner can easily compile and run the code.

C. Program Loader

A program loader in the context of a cloud-based OTG lab is a component that enables users to load, execute, and run their programs and code with in the lab environment. In this module to upload existing code file from the user's local machine to the lab environment. It supports for various file format, including source code file, data files. It is supporting ability to save and load code files in the lab environment for later access and sharing. In this module will give some tips for resolve common coding mistakes.

D. Program Validator

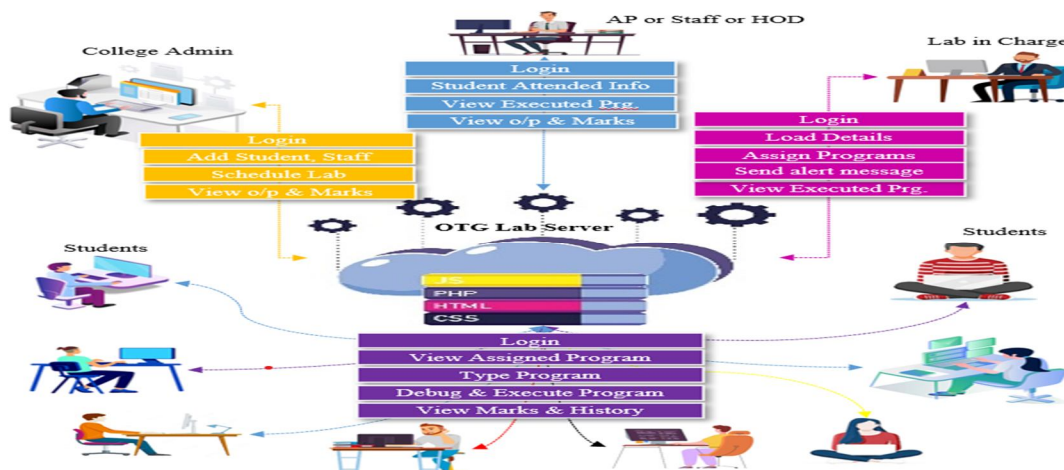
The program validator supports specific programming languages and users can submit their code or program files to the validator for evaluation. In this module checks the submitted code for syntax errors and provides feedback to users on any syntax issues. This module may perform static code analysis to identify potential bugs, or inefficiencies in the submitted code. It may include security check to detect common vulnerabilities. This module may execute the submitted code against predefined test cases to verify its correctness and functionality.

E. OTG Lab Access control

In this module include who are eligible to access the OTG lab environment

- 1) **Admin:** The admin login interfaces ensure authorized access to the cloud-based OTG lab. After login, the admin providing an overview of lab activities, user statistics, and system health. An admin can manage user roles and permissions (e.g., learners, instructors, other admins). The admin can allocate the lab schedule and time schedule for student in lab environment. The admin's role is essential in managing the cloud-based OTG lab, ensuring a smooth learning experience for users, and maintain the overall functionality and security of the lab environment.
- 2) **Student:** In Cloud-based OTG lab, the student module is a personalized dashboard enrolled progress and upcoming activities. Students utilize their individual logins to access the OTG lab system. Upon successful login, they can perform their lab work in lab environment. They can see their previous task report and details in OTG lab environment.
- 3) **Staff:** In Cloud-based OTG lab, the staff have their own login credentials to access the lab system. After login successful, they can perform some activities. They can view the student attendance and work report progress.
- 4) **Lab In-Charge:** The Lab In-charge have their own login credentials to access the lab system in cloud-based OTG lab. Once logged in, they can perform various activities like manage the student details, assign the questions for lab test and verify the programs.

VI. SYSTEM DESIGN



VII. CONCLUSION

In conclusion, the cloud-based OTG (On-The-Go) lab has proven to be a transformative and dynamic learning environment. By leveraging the power of cloud computing, learners were able to access virtual lab environments, interactive materials, and collaborative tools, all of which contributed to an enhanced learning experience. The flexibility and accessibility of the OTG lab allowed learners to engage in self-paced learning, experiment with real-world scenarios, and develop practical skills in various programming languages and technologies. Through hands-on practice and simulations, learners gained valuable experience, promoting deeper understanding and mastery of complex concepts. The collaborative nature of the OTG lab fostered a sense of community, enabling learners to interact with instructors and peers, exchange knowledge, and seek assistance. This sense of collaboration contributed to a supportive learning environment and empowered learners to overcome challenges and grow their capabilities. The impact of the cloud-based OTG lab extends beyond the confines of traditional classroom settings. Learners were able to explore and experiment with cloud technologies, DevOps practices, and other cutting-edge tools, providing them with a competitive edge in today's rapidly evolving technology landscape. Looking to the future, the success of the OTG lab paves the way for continued improvements and expansion. As technology advances, we envision incorporating more advanced features, expanding the course catalogue, and integrating with emerging cloud services to provide an even richer learning experience. We express our sincere appreciation to all learners, instructors, technical support, and contributors who have been an integral part of this journey. Your enthusiasm and dedication have been pivotal in making the OTG lab a resounding success. As we conclude this endeavour, we encourage learners to continue their pursuit of knowledge, embrace lifelong learning, and leverage the skills and expertise gained from the OTG lab to shape a promising future in the world of technology. Together, let us embark on the path of continuous growth and innovation, inspired by the boundless possibilities that cloud-based education offers.

VIII. FUTURE ENHANCEMENT

The future of online computer labs looks promising, as more and more people are relying on digital technologies for education, work, and communication. Here are some potential developments in the future of online computer labs:

- 1) Artificial Intelligence: AI-based systems can help users of online computer labs to optimize their performance, track their progress, and provide personalized recommendations based on their learning or work style.
- 2) Virtual and Augmented Reality: Virtual and augmented reality technologies can be integrated into online computer labs to create immersive learning or work environments, where users can interact with digital objects and experience real-life scenarios.

REFERENCES

- [1] Z. Lei, H. Zhou, W. Hu, G.-P. Liu, S. Guan, and X. Feng, "Toward a web-based digital twin thermal power plant," *IEEE Trans. Ind. Informat.*, vol. 18, no. 3, pp. 1716-1725, Mar. 2022.
- [2] G. B. Brahim, "Predicting student performance from online engagement activities using novel statistical features," *Arabian Journal for Science and Engineering*, 2022.
- [3] Z. Lei, H. Zhou, W. Hu, Q. Deng, D. Zhou, Z.-W. Liu, and X. Gao, "3-D interactive control laboratory for classroom demonstration and online experimentation in engineering education," *IEEE Trans. Educ.*, vol. 64, no. 3, pp. 276-282, Aug. 2021.
- [4] G. Schajer, "A build-at-home student laboratory experiment in mechanical vibrations," *Int. J. Mech. Eng. Educ.*, vol. 50, no. 2, pp. 240-252, Jun. 2021.
- [5] Z. Lei, H. Zhou, W. Hu, G.-P. Liu, S. Guan, and X. Feng, "From virtual simulation to digital twins in online laboratories," in *Proc. 40th Chin. Control Conf. (CCC)*, Jul. 2021, pp. 8715-8720.
- [6] M. Roussou and M. Slater, "Comparison of the effect of interactive versus passive virtual reality learning activities in evoking and sustaining conceptual change," *IEEE Trans. Emerg. Topics Comput.*, vol. 8, no. 1, pp. 233-244, Jan. 2020.
- [7] J. Wei, D. F. Treagust, M. Mocerino, A. D. Lucey, M. G. Zadnik, and E. D. Lindsay, "Understanding interactions in face-to-face and remote undergraduate science laboratories: A literature review," *Disciplinary Interdiscipl. Sci. Educ. Res.*, vol. 1, no. 1, p. 14, Dec. 2019.
- [8] Z. Lei, H. Zhou, and W. Hu, "Combining MOOL with MOOC to promote control engineering education: Experience with NCSLab," *IFAC- PapersOnLine*, vol. 52, no. 9, pp. 236-241, 2019.
- [9] H. O. Kapić, H. Akçay, and T. de Jong, "Using hands-on and virtual laboratories alone or together Which works better for acquiring knowledge and skills?" *J. Sci. Educ. Technol.*, vol. 28, no. 3, pp. 231-250, Jun. 2019.
- [10] Z. Lei, H. Zhou, W. Hu, Q. Deng, D. Zhou, Z.-W. Liu, and J. Lai, "Modular web-based interactive hybrid laboratory framework for research and education," *IEEE Access*, vol. 6, pp. 20152-20163, 2018.
- [11] M. Kumar, J. Emory, and V. Choppella, "Usability analysis of virtual labs," in *Proc. IEEE 18th Int. Conf. Adv. Learn. Technol. (ICALT)*, Jul. 2018, pp. 238-240.
- [12] M. Kumar, J. Emory, and V. Choppella, "Usability analysis of virtual labs," in *Proc. IEEE 18th Int. Conf. Adv. Learn. Technol. (ICALT)*, Jul. 2018, pp. 238-240.
- [13] R. M. Reck, "Common learning objectives for undergraduate control systems laboratories," *IEEE Trans. Educ.*, vol. 60, no. 4, pp. 257-264, Nov. 2017.
- [14] S. Liu and M. d'Aquin, "Unsupervised learning for understanding student achievement in a distance learning setting," *2017 IEEE Global Engineering Education Conference (EDUCON)*, 2017.



- [15] J. DeBoer, C. Haney, S. Z. Atiq, C. Smith, and D. Cox, "Hands-on engagement online: Using a randomised control trial to estimate the impact of an at-home lab kit on student attitudes and achievement in a MOOC," *Eur. J. Eng. Educ.*, vol. 44, nos. 1-2, pp. 234-252, Oct. 2017.
- [16] D. Skarlatos and S. Yiatros, "Deformation monitoring of materials under stress in laboratory experiments," *ISPRS Ann. Photogramm., Remote Sens. Spatial Inf. Sci.*, vol. III5, pp. 35-41, Jun. 2016.
- [17] S. Bowen, Q. Zijian, S. Bin, and Z. Yanpeng, "3DVRLab: A virtual reality learning tool for electrical teaching experiments," in *Proc. 2nd Int. Conf. Meas., Inf. Control*, Aug. 2013, pp. 1-3.
- [18] C. M. Ionescu, E. Fabregas, S. M. Cristescu, S. Dormido, and R. D. Keyser, "A remote laboratory as an innovative educational tool for practicing control engineering concepts," *IEEE Trans. Educ.*, vol. 56, no. 4, pp. 436-442, Nov. 2013.
- [19] C. E. Pereira, S. Paladini, and F. M. Schaf, "Control and automation engineering education: Combining physical, remote and virtual labs," in *Proc. Int. Multi-Conf. Syst., Signals Devices*, Mar. 2012, pp. 1-10.
- [20] J. M. Andujar, A. Mejias, and M. A. Marquez, "Augmented reality for the improvement of remote laboratories: An augmented remote laboratory," *IEEE Trans. Educ.*, vol. 54, no. 3, pp. 492-500, Aug. 2011.



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)