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Description

Given the recent popularity of digital academic systems, this article will primarily focus on introducing a virtual teacher with access to a very large knowledge base, extending from elementary school to college, as a means of boosting learning standards. The entire system is fashioned by a digital meeting platform that simulates face to face encounters by teaching the virtual teacher to monitor your abilities, weaknesses, and even reactions shown by a facial scan and use them to improve the algorithm. Additionally, the software has a chat feature that allows students from all over the world to communicate with one another at any time, as well as a suggestion box and a review box for assessing each returned answer. We performed a poll with real students to strengthen the trustworthiness of our sources so that the application could be designed based on the preferences of the representatives.

E-Learning, Artificial Intelligence, Virtual Teacher, and Education are some of the terms that come to mind while thinking of e-learning as an important key words.

With the ongoing epidemic and the overall rise of e-learning and virtual assistants in recent years, online education attempts to provide students with the most productive and safe experience possible. As higher education institutions increasingly rely on digital platforms to provide learning experiences, it's critical

to think about how the shift in teaching approaches affects student engagement. Individuals are most motivated when they see how beneficial the e-learning exercises are to their academic progress. Students positive attitudes regarding learning are attributable to planning flexibility, lower costs, and time savings, which allow students to learn regardless of location or time.

The goal of our research is to establish the foundations for designing an interactive virtual teacher using AI artificial intelligence to examine the skills required of instructors to deal with undergraduates requirements in university courses, and to consider their needs, level of commitment, and sense of identity with the proposed situation. When study or teaching platforms are tailored to a student's needs and preferences, it is nearly assured that they will be more motivated to learn because it is more desirable to learn in a setting that is familiar to them. Online courses can potentially expand the prospects for inexpensively quick evaluation by providing access to truly extensive material based on e-texts, source lists, and connections to substantial holdings in college libraries all over the world.

According to a poll conducted at Dhaka University in Bangladesh Aug 2020 which included data from 150 students, 94 percent of students use the Internet, with only 6% of them not using it at all. 60 percent of those surveyed out of a total of 94 percent use Google for academic purposes on a regular basis. Furthermore, the clear majority of students claim that the Internet is to blame for their improved academic achievement. With this information in mind, it appears that when it comes to school-related concerns, undergraduates are becoming less eager to flip through books or contact their teachers.

Returning to our original mission, we must demonstrate the effectiveness of a virtual instructor and gain a deeper grasp of the needs and preferences of students. In this regard, we ran a short survey with responses from 300 students for the Faculty of Electronics, Telecommunications, and Information Technology, University of Medicine and Pharmacy Carol Davila, Faculty of Veterinary Medicine, and Bucharest University of Economic Studies. The following research questions were specifically investigated in this study:

That's not surprising, given how much easier it is to avoid the hassle of judging if your query is stupid or not, then waiting for an answer after finally summoning the nerve to ask, by simply typing it into Google. With the advancement of the Internet industry, i.e, web assets, finding school materials has become a matter of a few clicks. Undergraduates can now use web search engines to find information on any topic related to science. However, because anyone, including non-licensed authors, is free to post on the Internet, you can never be sure that all websites are providing completely correct information. Because students rely so much on the Internet for information, why not create a solid, trustworthy platform where you can receive your answers without fear of the information being incorrect? There are currently several popular language learning applications with millions of active users, such as Babbel or Duolingo, demonstrating that a virtual teacher can help you improve your skills or even become fluent from scratch. Imagine an app that included every topic of study, from software engineering and design to sociology and science, and allowed

students to express themselves freely through avatars. The entire purpose of having unknown characters is to encourage students to use their intuition to meet challenges, build concepts, and solve problems.

When students are forced to seek assistance from others, they frequently feel uneasy. Virtual mentors can definitely be advantageous when direct human contact is problematic and teachers fear it threatens their authority or dignity. A robot is never too busy for you, and it is also incapable of assessing any curiosity you may have, especially when dealing with personal anomalies e.g., body-related difficulties you don't feel comfortable addressing with your biology teacher; physics or grammatical questions that seem too ridiculous to inquire about.

Unlike a passive textbook, virtual teachers may adapt and change to each learner, tailoring education to unique needs. There is substantial evidence that they can help children acquire critical knowledge, such as teaching them about their medical difficulties, developing and practising learning, and then evaluating it. They can also take on teaching obligations that would be time-consuming, disagreeable, restricting, or impossible for human teachers to fulfil due to their digital nature. They can gently assist a student in practise a skill or technique, practising a foreign language conversation, or acting ridiculous and pretending to need aid from the student to enhance their oratory talents, for example.

The following question concerned the distance that students in higher education must travel in order to complete their studies. As it turns out, 57 percent of them must go more than 100 kilometres which is already a significant trip, with 16 percent travelling more than 250 kilometres.