



# “An investigative gaining importance of the study on technological usage in educational institutions post-pandemic era”

**Dr. Richa Tiwari, Oleti Yogendra Naga Aasrith, Haneesha, Pranav Kumar,**

**Puja Kumari, Akshay**

**Student**

**Jain University**

## 1.) Abstract

The education sector in India has experienced a paradigm shift in post epidemic with the rapid-fire integration of digital technology. This exploration paper aims to study the changing geography of digital education systems in India and its impact on education assiduity as a whole. The paper draws on an expansive literature review and associated data analysis to give sapience into the crucial motorists and challenges of this paradigm shift. The report also examines the downsides and difficulties of India's digital education system, including problems with equity, affordability, quality, and availability. It addresses the digital peak, socioeconomic difference, and unstable distribution of digital structure that hamper the wide deployment of digital education systems in the country. The exploration paper also examines the implicit advantages of digital education systems in India, including better issues, broader access to high-quality education, and personalized learning gests. More learning issues.

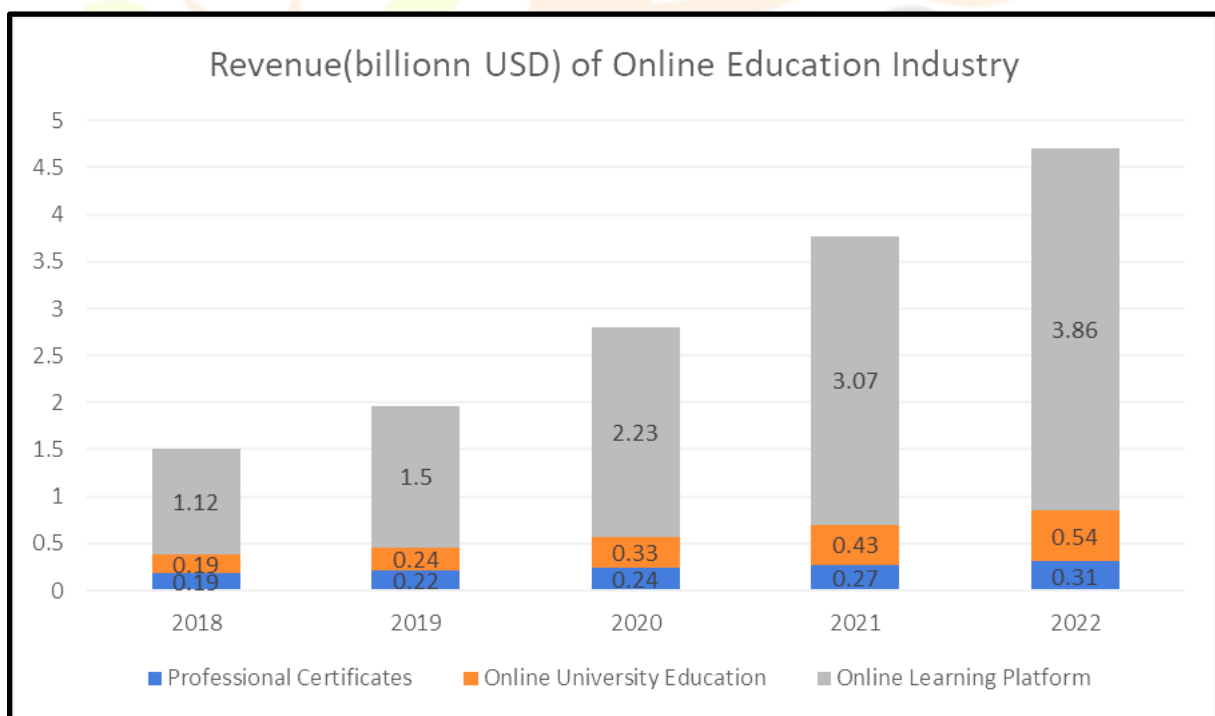
Keywords: Digital education systems, Indian education assiduity, E-learning, Online literacy, post-epidemic.

## 2.) Introduction:

The epidemic made it veritably apparent that there's no cover for education. The process of a child's intellectual, internal, and emotional development is called education. A youth cannot become a nice person and develop social chops through purely academic instruction. Using the academy's classrooms for debate and group discussion, wisdom labs for trials and action literacy, and a playground for the physical and internal development

of children will only be able to breed all the life chops among the scholars. In the Indian education sector, there has been a significant paradigm shift in digital education systems over recent times. Digital education has surfaced as an essential element of contemporary education due to the development of technology. The use of online literacy platforms is one of the most significant changes to India's digital education systems. scholars can use these platforms to learn from home, access educational coffers, and share in online forums and conversations. The increased use of digital tools and technologies in classrooms is another significant shift. preceptors are now exercising technology to enhance their educational strategies, develop interactive assignments, and offer scholars personalized literacy openings. NEP- The New Education Policy( NEP) 2023 will revise education by transubstantiating pupil literacy and reconsidering the schoolteacher's part. According to the policy, preceptors must hold a 4- time-integrated. Ed degree, pricing good preceptors shape scholars' future The Below Map shows the profit earned by the Online Education Industry from 2018- 2022 also, the operation of gamification and virtual reality in education has entered a growing quantum of attention, making learning further engaging and interactive. Student participation and retention have increased as a result.

**Below Chart shows the revenue earned by Online Education Industry from 2018 - 2022**



In addition, the epidemic has accelerated the relinquishment of digital education in India, with lockdowns and social distancing measures forcing seminaries and universities to switch to online literacy. The country's digital education systems have expanded as a result of this. India's digital education systems still need to overcome challenges like the digital peak, limited access to technology, and the need for good schoolteacher medication.

In general, the digital education systems in the Indian education sector are witnessing a paradigm shift that has the implicit to alter how scholars learn and ameliorate availability and interest in education for all.

### 3. Objectives of the study

To comprehend the abrupt transition in the educational sector towards digital platforms both during and after the epidemic. To look into and estimate the position of dialogue between preceptors and scholars in India during the epidemic lockdown. To probe how academic converse makes use of digital structure and how well it helps scholars learn during the Covid-19 arrestment of Indian universities and sodalities. To probe the implicit future development of the education assiduity post-epidemic for relinquishment of mongrel literacy.

### 4) Hypothesis

There's no significant relationship between technological serviceability and educational institutions post-pandemic period.

H1 There's a significant relationship between the serviceability of technology-grounded platforms and educational institutions

H2 There's a significant relationship between the benefits of installing technological structure and enhanced productivity of educational institutions

H3 There's a significant relationship between faculty capabilities and the induction of technology in the post-epidemic period

H4 There's a significant relationship between the high engagement of scholars in educational institutions and the induction of technology

### 5) LITERATURE REVIEW.

Arising Trends of Education During & Post COVID-19- 19 A New Challenge(Prof. Gunjan Jai) The global response to the COVID-19 epidemic has instigated a significant metamorphosis in the field of education. Educational institutions worldwide have been impelled to apply lockdown measures and transition to online literacy. To give an environment for the findings presented in this exploration paper, we will conduct a literature review that delves into the consequences of the epidemic on education, as well as the challenges and prospects associated with the relinquishment of online literacy. Impact of the Epidemic on Education A multitude of studies have drawn attention to the profound dislocations brought about by the epidemic's impact on educational systems. Reports from UNICEF (UNICEF, 2020) have proved that the check of educational institutions has

affected further than a billion scholars across the globe, resulting in educational differences, learning lapses, and compromised nutritive support for vulnerable learners. Meanwhile, attestation from UNESCO (UNESCO, 2020) has underlined the broader societal consequences, encompassing limited literacy openings, social disposition from peers, and heightened fiscal burdens on parents. Online literacy as an occasion exploration by Bates (2019) examines the effectiveness of online education, pressing its inflexibility and availability. The relinquishment of colorful online platforms like Zoom, Google Meet, and Moodle has enabled preceptors to maintain some position of durability in tutoring (Hodges et al., 2020). This shift has also promoted invention in tutoring methodologies and content delivery (Orlando & Attard, 2015). Challenges in Online Learning still, challenges pullulate in the relinquishment of online literacy. profitable difference and lack of access to technology hindered marginalized scholars' capability to share effectively (Bhagat et al., 2020). Specialized issues, similar to unstable internet connections and overloaded platforms, have affected the quality of online instruction (Palalas & Qui, 2021). also, the shift to online literacy requires preceptors to develop new specialized chops and acclimatize their tutoring styles, which can be a daunting task (Ertmer et al., 2012). Post-Pandemic Education Metamorphoses The literature also suggests that the epidemic has accelerated the integration of technology in education. A study by Selwyn (2020) discusses the long-term counteraccusations of the epidemic on education systems, arguing that the shift to online literacy could lead to a reshaping of traditional educational models. The challenges faced during the epidemic punctuate the need for preceptors to address issues of equity, digital knowledge, and pedagogical adaption in post-pandemic education geography(Hao & Wen, 2020). In conclusion, the literature indicates that the COVID-19 epidemic has significantly impacted education encyclopedically, challenging the relinquishment of online literacy. While online literacy offers openings for inflexibility and invention, it also presents challenges related to technology, equity, and pedagogical adaption. The post-pandemic education geography may bear a reimagining of traditional educational models to address these challenges and seize the openings that online learning presents.

A disquisition into What preceptors suppose as to Online Learning (Gunes Korkmaz, Cetin Toraman) preceptors should constantly share in professional development conditioning, including attending events, webinars, and Massive Open Online Courses (MOOCs). These trials are essential for enhancing their digital knowledge chops and gaining proficiency in colorful aspects, similar to different Learning Management Systems (LMS), online collaboration platforms, and tools for designing online literacy content. Upon their return to traditional education settings, preceptors should embrace a further comprehensive educational gospel. This gospel should prioritize the enrichment of scholars' knowledge and capacities in areas similar to practical problem-solving, effective decision- timber, cooperation, learning the art of literacy, nurturing critical and creative developing critical-thinking capacities, and a sense of responsibility.

Establishing Social, Cognitive, and Teaching Presence in Online Learning — A nostrum in COVID-19 Epidemic, Post Vaccine and Post-Pandemic Times (Jitendra Singh, Lovely Singh, and Barbara Matthees) Advanced education institutions, academic staff, and scholars throughout the world endured their most grueling



academic time. The globe nearly came to a stop when numerous restrictions were placed on marketable services, entertainment venues, and other areas to reduce or dock the fast-spreading COVID-19 contagion, and other areas of work and life. Academic institutions ranging from schools to doctoral degree-granting institutions had to make a rapid-fire switch to online education, incompletely or fully to reduce contact and continue education (Özüdoğru, 2021). scholars, preceptors, and families faced fresh issues as a result of this quick change with little to no training. While dealing with the new public health issue, numerous people encountered analogous challenges. Financial troubles, the loss of musketeers and families for life, and the formerly delicate position were all factors. substantiation reveals that scholars may struggle to manage their time owing to work and family scores and misinterpret or misconstrue the prospects of the course and assignments.

What COVID-19 has introduced into education challenges Facing Advanced Education Institutions (HEIs) (Author- Abu Hafeez.) The unknown and fleetly evolving COVID-19 global epidemic has impelled multitudinous Advanced Education Institutions (HEIs) to make an unforeseen shift to the online realm. This transition has brought about substantial changes that some HEIs have set up grueling to manage. It's worth noting that the development of exigency systems for online literacy, while enforced out of necessity, does not inescapably indicate preparedness or effectiveness. Despite the growing frequency of learner-centered education and online pedagogy in recent decades, particularly since 2000, there are underpinning factors contributing to why HEIs still encounter difficulties in this sphere.

Digital metamorphosis of everyday life – How the COVID-19 epidemic converted the introductory education of the youthful generation and why information operation exploration should be watched.( Netta Iivari \*, Sumita Sharma, Leena Ventä- Olkkonen) A significant, abrupt, and drastic digital revolution in society was sparked by the COVID-19 epidemic. The epidemic impelled us to make a remarkable digital vault in all aspects of our lives and work, including how we raise our children and how they're educated. Their education went from being a standard classroom practice to a distant, digitalized one in a moment. All of an unforeseen, a whole generation of kiddies had to learn how to use and manage digital technologies to take part in their needed introductory education. Children, preceptors, families, academy administration, and the entire community all demanded to make big changes as a result. Without enough medication, preceptors, and seminaries were forced to take the lead in this abrupt, unlooked-for digital revolution of children's introductory education. Indeed though digital tools are extensively used in seminaries and digitalization in education has been a hot content for times across disciplines, preceptors, seminaries, and educational administration haven't been well-prepared to act as change agents and leaders in the process(e.g., Papagiannidis, Harris, & Morton, 2020; Vial, 2019), i.e., when" digital technologies produce dislocations driving strategic responses from organi- also, children and their families who were suddenly forced to retain a wide range of coffers, capacities, and capabilities.

Operation of technology towards online literacy during COVID-19. Author- Renu Gupta) Rigidity and online education, according to Farahat (2012), station is the position of interest a person has about their factual a more positive outlook can make someone more open to embracing new technology. According to TAM, perceived utility and simplicity of use will be the rudiments that affect a person's station towards espousing technology (Ramayah & Ignatius, 2005). For this case, Reis (2010) studied undergraduate business administration scholars' stations towards online literacy and discovered that they were allowed to have favorable stations about their engagement in technologically enhanced literacy surroundings. A better station towards technology-grounded literacy was demonstrated by those with further online literacy experience.

## 6. RESEARCH METHODOLOGY

### Research Type:

The impact of technological usage in educational institutions past pandemic in India. Data collection involved analyzing various sources, such as academic literature, industry reports, and primary sources like interviews and surveys. The chosen descriptive approach allowed for a thorough analysis of technological usage, incorporating both qualitative and quantitative data to understand its impact and scope.

### Sampling Method Used:

To gather data, a probability sampling method was employed, ensuring an equal chance of selection for each member of the population. Random sampling was utilized for participant selection, minimizing bias and enhancing the study's reliability and validity. The survey, was conducted online, using a structured questionnaire for collecting demographic information, attitudes, knowledge, and opinions.

### Sample Area:

The study confined its sample area within India, engaged in pedagogical and digital literacy. Probability sampling was employed, focusing on individuals using technology for education purposes. A random sampling method was used for participant selection, and the sample size of 160 was determined through statistical calculations.

### Survey Method and Medium:

Data for this research paper were collected through a questionnaire administered via Google Forms, an online survey tool. The questionnaire, addressing the effects of technological usage in education included closed and open-ended questions. Distribution occurred through email and social media platforms, targeting individuals working in the educational sector.

## 7. DATA ANALYSIS AND INTERPRETATION

Sl	Sample size	Mean	Mode	Count	Standard dev
1.	120	3.874125	4	143	0.0792628
2.	120	3.694125	4	143	0.0792628
3.	120	4.074125	4	143	0.08572628
4.	120	3.774125	4	143	0.686628
5.	120	3.854125	4	143	0.746628
6.	120	3.624125	4	143	0.716628
7.	120	3.184125	4	143	0.836628
8.	120	3.844125	4	143	0.796628
9.	120	3.794125	4	143	0.086628
10.	120	3.634125	4	143	0.106628
11.	120	3.744125	4	143	0.076628
12.	120	3.644125	4	143	0.079628
13.	120	3.844125	4	143	0.082628
14.	120	4.0144125	4	143	0.0772628
15.	120	3.8144125	4	143	0.0872628
16.	120	3.6944125	4	143	0.0772628
17.	120	3.8344125	4	143	0.6972628
18.	120	3.6944125	4	143	0.6672628
19.	120	3.9044125	4	143	0.0872628
20.	120	4.0644125	4	143	0.0852628
21.	120	4.0864125	4	143	0.8002628
22.	120	3.8664125	4	143	0.0702628
23.	120	3.8744125	4	143	0.0702628
24.	120	3.9544125	4	143	0.0792628

Examining the array of findings, it becomes apparent that the correlation between technology integration and educational outcomes in contemporary classrooms is nuanced, influenced by factors such as the type of device, its utilization, and geographical context. Although our dataset lacks the robustness to establish definitive causal

links, we can propose several hypotheses, drawing on both existing literature and our own extensive engagement with educational institutions.

Foremost, the efficacy of technology hinges on its appropriate utilization. Merely introducing technology as a standalone solution is insufficient; its integration should align with educational objectives, with software selection tailored to complement the curriculum. Teachers require support to refine lesson plans to leverage technology effectively, emphasizing active involvement in its application rather than passive student interaction. These principles remain consistent regardless of geographical location.

An additional insight emerges from an inquiry into schools' digital device capabilities. Globally, enhanced student performance is observed in institutions equipped with adequate digital infrastructure, encompassing plentiful devices with high-speed internet access, complemented by suitable software and online support platforms. Moreover, teacher proficiency in integrating digital tools into instruction emerges as a crucial factor, transcending socioeconomic disparities, school types, and geographic settings.

These findings underscore the necessity for tailored interventions at different stages of educational reform. In under-resourced systems, characterized by limited infrastructure and teacher capacity, the benefits of student-centric technology may be constrained. Here, a focus on teacher-centric approaches, exemplified by technologies such as data projectors, proves more promising. For instance, initiatives like the Bridge International Academies have demonstrated success by providing teachers in African nations with structured lesson plans via e-readers.

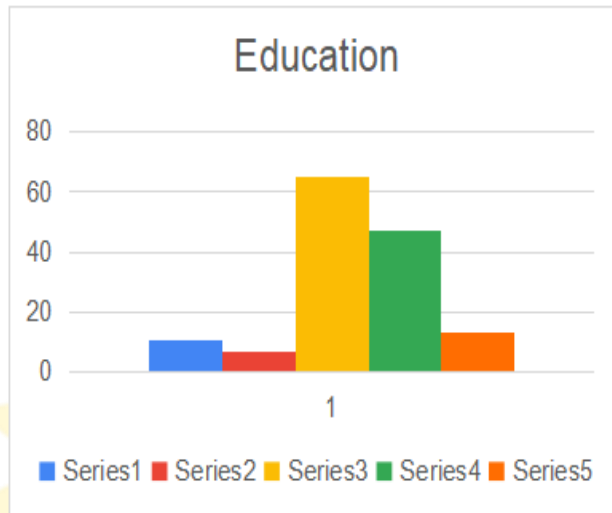
In contrast, for administrators operating within high-performing systems transitioning from good to great, decision-making regarding technology integration becomes more complex. Such systems witness varied impacts of technology across different contexts of excellence. Consequently, the strategic allocation of resources necessitates careful consideration, potentially favoring investments in teacher coaching over widespread distribution of individual devices.

In summation, the relationship between technology and educational outcomes in contemporary classrooms demands a nuanced understanding, underscored by the significance of proper utilization and contextual factors. Effective integration requires a holistic approach, with tailored interventions catering to diverse educational landscapes.



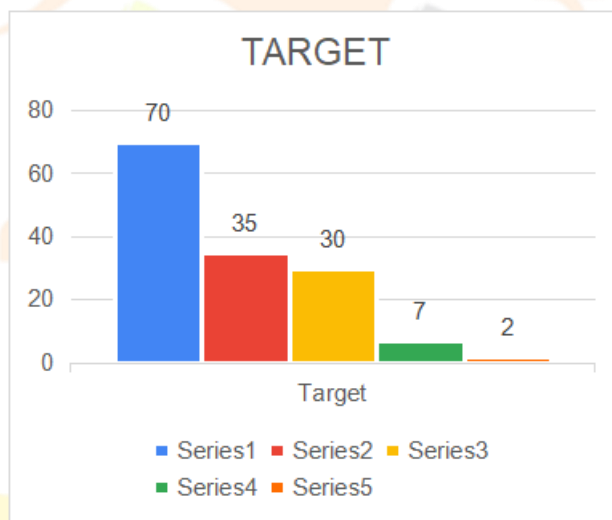
**Charts:**

**Graph 1**

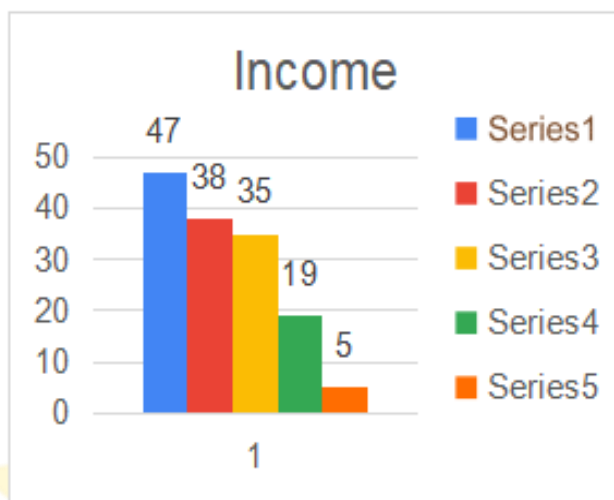


Among the surveyed individuals , 12 have higher secondary, undergraduate with 65, 7 have postgraduate, 2 professional/doctoral degree and senior secondary have 7 people.

**Graph 2**



Among the surveyed individuals, 70 are females, 35 are males, 30 are third gender, 7 are prefer not to tell, 2 others,

**Graph 3**

AMONG the surveyed people, 47 have income between (0-500000), 38 have income between (500000-750000), 35 have between (750000-1000000), 19 have between (1000000-1250000), 5 have between (1250000-1500000).

## 8. FINDINGS AND DISCUSSIONS

### **“Correlation of increased adoption of technology with an improvement in the overall quality of education.”**

The correlation coefficient of 0.585 between the COVID-19 pandemic and the increased adoption of technology in educational institutions suggests a moderate positive relationship between these two variables.

The use of technology in education facilitates seamless communication and collaboration among students and educators. Virtual platforms, discussion forums, and collaborative tools promote interactive learning experiences, fostering a sense of community even in a virtual setting.

While the correlation is positive, it is essential to acknowledge challenges associated with technology in education, such as the digital divide and disparities in access to resources. Some students may face obstacles in accessing technology, potentially exacerbating educational inequalities.

### **“Corelation of heavily rely on technology with global issue of sleep deprivation due to the heightened screen time.”**

The findings suggest a statistically significant positive correlation (0.552) between the increased usage of specific online tools during the pandemic, leading to higher screen time, and the global issue of sleep deprivation. The findings highlight the need for public health interventions to address the consequences of increased screen time and technology use on sleep.

Education and awareness programs may be necessary to promote healthy screen time habits, especially in the context of educational institutions.

**“Corelation of rise in popularity of learning management system with decrease in the importance of traditional libraries as digital alternatives flood internet sources.”**

The correlation coefficient of 0.527 suggests a moderate positive correlation between these two variables.

The increasing use of LMS indicates a shift towards digital platforms for education. This could be due to the convenience, accessibility, and collaborative features offered by these systems. Educational institutions and individuals might find them effective for managing and delivering educational content.

Overall, these findings suggest a dynamic shift in education towards digital platforms and a move away from traditional learning resources. However, it's crucial to recognize that while digital resources offer many advantages, a balanced approach considering the unique benefits of traditional methods should be maintained.

**“Corelation of members with training and tools to enhance their technological competency with particularly in terms of slower connectivity and infrastructural requirements in remote areas.”**

The correlation coefficient of 0.531 between the need for educational institutions to provide faculty with technological training or tools and the sluggish experiences of technological changes in remote areas suggests a moderately positive relationship between these two variables.

Future research could explore the specific factors contributing to the challenges in remote areas, such as identifying the main barriers to faster technological adoption.

Comparative studies between regions with varying levels of technological infrastructure could provide insights into effective strategies for overcoming these challenges.

**“Corelation of increased access to e-classrooms corelates with the increased screen time, contributing to sleep deprivation issues worldwide.”**

The findings underscore the importance of finding a balance between the advantages of e-classrooms and MOOC platforms and the potential drawbacks associated with increased screen time. Balancing educational needs with health considerations is crucial for overall well-being.

Education policymakers may need to consider developing guidelines or policies that address the potential impact of extended screen time on sleep. This could involve recommendations for screen time limits, the promotion of healthy online habits, and the incorporation of offline learning methods.

**“Corelation of significantly increased access to MOOC platforms with the experiences of technological changes due to slower connectivity and infrastructural requirements in remote areas.”**

The correlation of 0.589 between increased access to e-classrooms and MOOC platforms and sluggish technological changes in remote areas highlights important considerations for policymakers and educators to ensure that the benefits of digital learning are accessible to all, regardless of geographic location.

**“Corelation of increased usage of specific online tools led to a rise in screen time with the experiences of technological changes.”**

The correlation of 0.612 highlights the interconnection between increased screen time, sleep deprivation, and slower technological changes in remote areas. Addressing these issues requires a multifaceted approach involving public health initiatives, technological advancements, and policy interventions to promote equitable access and healthy technology usage.

**“Corelation of online learning experiences post-pandemic with utilizing technology in their initiatives for teaching and learning.”**

It suggests a connection between recognizing the importance of online learning experiences post-pandemic and advocating for the continued use of technology in education. However, the actual implementation and success of such initiatives will likely depend on various factors, including institutional strategies, resource availability

## 9)Recommendations and Future Scope

In the wake of the COVID-19 pandemic, educational establishments are poised to allocate increased resources towards enhancing their technological infrastructure. The paradigm shift towards remote learning precipitated by the pandemic has underscored the limitations of conventional teaching methodologies in educational settings. Notably, the technological adaptations observed during the pandemic in the realm of school education have had pronounced implications on the psychology of children and adolescents. Furthermore, there has been a surge in the adoption of learning management systems, such as MS-Whiteboard and Moodle, reflecting a growing trend towards leveraging technology to facilitate educational processes. Additionally, video conferencing platforms like Zoom and Microsoft Teams have emerged as indispensable tools for educators seeking to engage with a global audience of scholars in a convenient and effective manner. In light of the aforementioned data and analyses, it is evident that educational institutions are increasingly recognizing the imperative of embracing technological innovations to meet the evolving demands of modern pedagogy.

(20th) (21st) (22nd) (23rd) (24th)

0.299 0.280 0.409 0.371 0.3963

0.189 0.266 0.479 0.377 0.281

0.255 0.205 0.463 0.373 0.334

0.334 0.219 0.430 0.303 0.286

0.322 0.321 0.250 0.322 0.373

The variables did not show significant correlation with the measured instruments, but if future studies involve a larger sample size or specific demographic groups, results may differ. However, despite this, the values can still be considered due to the acceptable Cronbach alpha value. Additionally, these findings are based on quantitative data. Conversely, a qualitative research approach, involving in-depth discussions with a select group of participants, could yield different insights and contribute to an investigative study on the emergence of EdTech and its effectiveness in educational institutions during the post-pandemic era.

## 10) Conclusion

In conclusion, the study excavated into the significant impact of technological integration in educational institutions, particularly in the wake of the COVID-19 epidemic. The findings punctuate a nuanced relationship between the relinquishment of technology and colorful educational issues, ranging from bettered communication and collaboration to implicit challenges similar as increased screen time and difference in access. The analysis revealed several crucial correlations. Increased relinquishment of technology correlates appreciatively with bettered overall quality of education, easing flawless communication and interactive literacy gestures. still, challenges similar as the digital peak and implicit sleep privation issues due to heightened screen time need to be addressed.

2. The rise in fashionability of learning operation systems is identified with a drop in the significance of traditional libraries, indicating a dynamic shift towards digital coffers. still, it's essential to maintain a balanced approach and fete the unique benefits of both traditional and digital styles. The correlation between furnishing faculty with technological training or tools and the sluggish gestures of technological changes in remote areas underscores the need for acclimatized interventions to overcome difference in access and structure. Increased access toe-classrooms and MOOC platforms is appreciatively identified with gestures of technological changes, pressing the significance of icing indifferent access to digital literacy coffers across geographic locales. The correlation between increased screen time and gestures of technological changes emphasizes the need for public health interventions and policy enterprise to promote healthy technology operation and address implicit sleep privation issues.

Overall, the study provides precious perceptivity into the complex relationship between technology and education in the post-pandemic period. It underscores the significance of strategic planning, resource allocation, and policy interventions to harness the benefits of technology while mollifying implicit challenges. unborn exploration should continue to explore these dynamics, considering different demographic groups and employing both quantitative and qualitative approaches for a comprehensive understanding.



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