

# Social Media as a Tool of Digital Marketing to Promote Edtech Companies: Study Based on Post Covid-19 Period

Premjeet Kumar<sup>1</sup> and Dr. Yaaseen Maswood

Research Scholar, Faculty of Management<sup>1</sup>

Associate Professor, Faculty of Management<sup>2</sup>

SRM Institute of Science and Technology, Kattankulathur, India

**Abstract:** *In India, education institutions such as schools, colleges, and universities mostly emphasize traditional learning methods, which involve the use of standard lectures delivered in a physical classroom setting. While some academic institutions have implemented changes in their instructional methods, others continue to adhere to traditional practices. The sudden emergence of Covid-19, a deadly illness caused by the SARS-CoV-2 virus, profoundly impacted the entire globe. The World Health Organization classified it as a pandemic. This posed a significant challenge to the global education system and compelled educators to swiftly adopt an online teaching methodology. Numerous educational institutions that were previously reluctant to change their traditional teaching approach were compelled to transition to online education. The essay explores the need of studying different forms of e-learning during times of crisis, namely through online platforms. It examines the capabilities, constraints, motivations, and obstacles associated with this type of learning. This study also elucidates the progression of EdTech start-ups amidst pandemic and environmental calamities, while offering guidance to college educators on effectively addressing obstacles in online learning*

**Keywords:** Social media, digital marketing, Edtech Companies and Covid-19

## REFERENCES

- [1] Ayebi-Arthur, K. (2017). E-learning, resilience, and change in higher education: Helping a university cope after a natural disaster. *E-Learning and Digital Media*, 14(5), 259–274. <https://doi.org/10.1177/2042753017751712>
- [2] Affouneh, S., Salha, S., N., & Khlaif, Z. (2020). Designing quality e-learning environments for emergency remote teaching in coronavirus crisis. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, 11(2), 1–3.
- [3] Barboni, L. (2019). From shifting earth to shifting paradigms: How webEx helped our university overcome an earthquake. *CISCO, Upshot By Influitive*.
- [4] Basilaia, G., Dgebuadze, M., Kantaria, M., & Chokhanelidze, G. (2020). Replacing the classic learning form at universities as an immediate response to the COVID-19 virus infection in Georgia. *International Journal for Research in Applied Science & Engineering Technology*, 8(III).
- [5] Baytiyeh, H. (2018). Online learning during post-earthquake school closures”, *Disaster Prevention and Management. An International Journal*, 27(2), 215–227. <https://doi.org/10.1108/DPM-07-2017-0173>
- [6] Brianna, D., Derrian, R., Hunter, H., Kerra, B., & Nancy, C. (2019). Using EdTech to enhance learning. *International Journal of the Whole Child*, 4(2), 57–63. Briggs, B. (2018). Education under attack and battered by natural disasters in 2018.
- [7] Carey, K. (2020). Is everybody ready for the big migration to online college? Actually, no. *The New York Times*. <https://www.nytimes.com>
- [8] Chang-Richards, A., Vargo, J., & Seville, E. (2013). Organisational resilience to natural disasters: New Zealand’s experience (English translation). *China Policy Review*, 10, 117–119.

- [9] Cojocariu, V.-M., Lazar, I., Nedeff, V., & Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries.
- [10] Procedia-Social and Behavioral Sciences, 116, 1999–2003. Di Pietro, G. (2017). The academic impact of natural disasters: Evidence from the L'Aquila earthquake. *Education Economics*, 26(1), 62–77. <https://doi.org/10.1080/09645292.2017.1394984>
- [11] Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020). Campus traffic and eLearning during COVID-19 pandemic. *Computer Networks*, 176, 107290.
- [12] Keeton, M. T. (2004). Best online instructional practices: Report of phase I of an ongoing study. *Journal of Asynchronous Learning Networks*, 8(2), 75–100.
- [13] Kim, K.-J., & Bonk, C. J. (2006). The future of online teaching and learning in higher education: The survey says. *Educause Quarterly*, 4, 22–30.
- [14] Liguori, E. W., & Winkler, C. (2020). From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic. *Entrepreneurship Education and Pedagogy*. <https://doi.org/10.1177/2515127420916738> Littlefield, J. (2018). The difference between synchronous and asynchronous distance learning. <https://www.thoughtco.com/synchronous-distance-learning-asynchronous-distance-learning-1097959>
- [15] Martin, A. (2020). How to optimize online learning in the age of coronavirus (COVID-19): A 5- point guide for educators. <https://www.researchgate.net/publication/339944395>
- [16] Mark, G., & Semaan, B. (2008). Resilience in collaboration: Technology as a resource for new patterns of action. In B. Begole & D. W. McDonald (Eds.), *Proceedings of the 2008 ACM Conference on Computer Supported Cooperative Work* (pp. 127–136). Association for Computing Machinery. <https://doi.org/10.1145/1460563.1460585>
- [17] McBrien, J. L., Cheng, R., & Jones, P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *The International Review of Research in Open and Distributed Learning*, 10(3), 1–17.
- [18] Meyer, K. A., & Wilson, J. L. (2011). *Online journal of distance learning administration* (vol. IV, no. I). University of West Georgia, Distance Education Center.
- [19] Partlow, K. M., & Gibbs, W. J. (2003). Indicators of constructivist principles in internet- based courses. *Journal of Computing in Higher Education*, 14(2), 68–97.
- [20] Parkes, M., Stein, S., & Reading, C. (2014). Student preparedness for university e-learning environments. *The Internet and Higher Education*, 25, 1–10. <https://doi.org/10.1016/j.iheduc.2014.10.002>
- [21] Saxena, K. (2020). Coronavirus accelerates pace of digital education in India. EDII Institutional Repository.
- [22] Seville, E., Hawker, C., & Lyttle, J. (2012). Resilience tested: A year and a half of ten thousand aftershocks. University of Canterbury.
- [23] Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306.
- [24] Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. *The Internet and Higher Education*, 7(1), 59–70.
- [25] Todorova, N., & Bjorn-Andersen, N. (2011). University learning in times of crisis: The role of IT. *Accounting Education*, 20(6), 597–599. <https://doi.org/10.1080/09639284.2011.632913>
- [26] Tull, S. P. C., Dabner, N., & Ayebi-Arthur, K. (2017). Social media and e-learning in response to seismic events: Resilient practices. *Journal of Open, Flexible and Distance Learning*, 21(1), 63–76.
- [27] Lalitha, J., and A. Ramakrishna. "ASSESSING TEACHER ABILITIES FOR ONLINE TEACHING." *IMPACT: International Journal of Research in Applied, Natural and Social Sciences (IMPACT: IJRANSS)* 8.5 (2020) 41-54
- [28] NGUYEN, DONG THI THAO. "THE EFFECTS AND SOLUTIONS OF POPULATION AGING ON THE JAPANESE ECONOMY AND SOCIETY." *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)* 10.3 (2020) 16255-16260

- [29] Biriowu, C. S., and T. B. Chris-Biriowu. "PROBLEM-REACTION-SOLUTION THESIS AND COVID-19: THE IMPACT OF PUBLIC OPINION FORMATION ON GLOBAL POWER, ECONOMIC AND EMPLOYMENT RELATIONS." *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)* 8.5 (2020): 41-48.