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

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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

I. INTRODUCTION

The Corona Virus, or Covid-19, is a highly infectious and deadly pandemic that has had a profound impact on the global economy. This catastrophe has already severely impacted the school system, and the resulting anxiety will have far-reaching consequences throughout the global education sector. The Covid-19 pandemic has resulted in temporary closures of multiple schools. Numerous locations worldwide are currently seeing significant impacts, raising concerns about the potential failure of the entire semester or even more severe consequences in the future. Many classes, colleges, and universities experienced disruptions to in-person instruction. Based on the researchers' assessment, it is uncertain when regular schooling can resume within a specific timeframe. The prevalence of social isolation will have a deleterious effect on learning experiences. Currently. School departments struggle to seek solutions to this challenging issue. These circumstances serve as a reminder that the preparedness of situations for academic organizations is an urgent requirement (Rieley, 2020). This is a state in which empathy and tranquility are necessary. It is imperative to safeguard and rescue our educators, academics, families, cultures, and the nation as a whole.

E-learning is associated with a multitude of factors. The reasons for using online pedagogies include usability, sustainability, variety, digital pedagogy, sustainable digital practices, and regulation. Online education is widely accessible, even in rural and isolated areas. Flexibility is a crucial aspect of online learning, as it allows students to effectively manage and allocate their time to successfully complete their online courses. Online education frequently provides a more affordable alternative to traditional institution-based learning, as it reduces expenses related to travel, lodging, and total costs. The integration of in-person instruction and technology results in a blended learning approach and dynamic class composition, ultimately enhancing students' cognitive capacity. To attain lifelong education, students must cultivate an understanding of many contexts and environments, enabling them to learn diverse talents. Within this heterogeneous milieu, the government recognizes the increasing significance of remote education.

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The unprecedented outbreak of the Corona Virus may lead us to the conclusion that online learning is a universal remedy during times of crisis, particularly in the context of education.

II. LITERATURE REVIEW

2.1. Online Learning or E-Learning

The advancement of technology has made distant learning more efficient (McBrien et al., 2009). The various terms used to describe different forms of learning (such as online learning, free learning, Web-based learning, machine-mediated learning, mixed learning, and m-learning) all involve the use of an NT-related device. This allows for the flexibility of studying from any location, at any time, using any method (Cojocariu et al., 2014). Internet learning refers to the use of digital activities on various devices, such as cell phones and laptops, with an internet connection. This can take place in either synchronous or asynchronous settings. Students will have the ability to interact and exchange information with teachers and fellow students in various locations (Singh & Thurman, 2019). To establish a synchronous learning environment, students participate in live classrooms where instructors and learners interact in real time. This necessitates the need for immediate feedback. In contrast, asynchronous learning environments lack this level of accuracy. Learning materials in this learning environment are not available in the form of live seminars or courses. Instead, they can be accessed through different curricular structures and platforms. Under these circumstances, immediate input and prompt response are not possible (Littlefield, 2018). Synchronous learning can generate various social networking incentives (McBrien et al., 2009). Amidst the widespread transmission of the virus on electronic networks, certain conditions are present: (a) video conferences with a capacity for at least 40 to 50 students, (b) the ability for students to engage in discussions for class organization, (c) excellent internet connectivity, and (d) the availability of seminars on mobile phones as well as computers.

2.2. Online Teaching Is No More an Option, It Is a Necessity

The expansion of numerous towns into remarkable communities is a consequence of the widespread Covid-19 outbreak, which has necessitated strict quarantine measures across the country. Betwixt can be regarded as the ultimate solution for chaos, encompassing both electronic training and online learning. The COVID-19 pandemic has prompted organizations to transition from in-person to online educational methods. This dilemma has the potential to compel organizations that have traditionally resisted change to adopt new technologies. This incident highlights the lucrative nature of online learning. Utilizing online teaching techniques, we have the capability to communicate with a large number of students simultaneously, regardless of their location. Both organizations will explore diverse methods of electronic pedagogical practices to enhance their utilization of technologies. Numerous institutions globally have fully digitized their operations to acknowledge this urgent necessity.

Internet learning emerges as a prominent figure amidst this chaotic situation. Hence, it is crucial to improve the quality of online education at this level. Chinese universities have experienced significant growth in online preparation, despite the Covid-19 outbreak. Educators have adapted their pedagogical approach to accommodate the rise of new industries and the shift from traditional classrooms to online classes. During this challenging period, it is unnecessary to inquire about the impact of online training on the provision of high-quality education.

Academic organizations should adhere to these extensive approaches of online learning (Carey, 2020).

Opposing transformation would not be beneficial for any educational institution globally. Their measurement would be based on their velocity and their ability to maintain a consistent performance within a short duration.

The schools' credibility is currently under scrutiny and being closely examined. Your adaptability is reflected by your proficiency in acting and your capacity to effectively manage your educational pursuits within this turmoil. The one rational option is to transition from attending lectures in person to engaging in online courses. Undoubtedly, educational institutions are unable to instantaneously transform all their curricula and infrastructure into electronic services. The primary challenges in online training are temporal constraints, scalability, and personalized learning and curriculum. In order to cope with this epidemic, it is imperative that organizations adopt innovative strategies (Liguori& Winkler 2020). The offerings from Google are especially beneficial in various situations, including Gmail, web templates, calendars, web Hangouts, Google Jam and drawing boards, Google Classroom, and Open Board applications (which is

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not a Google product). These tools assist in documenting meetings and facilitating collaboration. These strategies will be efficiently utilized in traditional classrooms as a replacement (Basilaia et al., 2020).

2.3. Problems Associated with Online Teaching and Learning

Various technologies are indispensable for online learning, although they can provide additional obstacles. Issues and concerns related to new technologies encompass a range of challenges, including errors during installation, deployment difficulties, authentication issues, and audio and visual problems. Online learning can be arduous and inflexible for pupils. Online learning demands extensive access and adaptability, making it seldom necessary for students to exert effort. The issue of healthcare provision remains a prominent problem in the context of online education.

Students anticipate a mutually interactive, yet difficult to enforce communication. When pupils fail to engage with the material they read, the learning process cannot reach its full potential. Online learning is frequently characterized by its abstract nature, which hinders students from successfully practicing and acquiring knowledge. The level of excellence of the intermediate course is likewise a crucial concern. According to Songet al. (2004), students perceive the main barriers to online learning as the absence of cultural immersion, technological difficulties, and challenges in understanding curriculum goals. In a given sample, students lacked sufficient training in managing the integration of their professional, personal, and social commitments with their academic pursuits in an online learning environment. Furthermore, it was observed that students received inadequate training in seventeen e-learning abilities and academic competencies. Students are instructed to utilize Learning Management Frameworks at a limited scale (Parkes et al., 2014).

2.4. Possible Solutions for Problems

While there are numerous difficulties associated with online schooling, it is important to acknowledge its advantages during times of crisis. There are always available solutions to address these issues. Technical difficulties can be resolved by recording video courses, reviewing content, and having a backup plan in place to prevent disruptions to the teaching and learning process. Online courses that are dynamic, intellectually stimulating, and encourage collaboration should be made available. Teachers will establish deadlines and provide guidance to pupils to alert them and ensure they are aware of them. The learning method will be presented in a manner that closely resembles human learning. Individualized attention should be provided to students in order to facilitate their smooth adaptation to this educational setting. Social media platforms and various online forums can be utilized to engage in communication with pupils. Engaging students can be achieved through several means such as email, chat programs, and visual aids. These materials serve to facilitate learning and enhance skill development. The courses will consistently be improved and professors will make every effort to boost their quality. To cultivate innovation, engagement, relevance, and student-centeredness, online courses should be designed to be group-based, as suggested by Partlow and Gibbs (2003). Educators often invest a significant amount of work in creating effective electronic feedback strategies. Effective electronic tutorials offer learners with input, inquiries, and broaden the student's range to encompass content (Keeton, 2004). (Keeton, 2004). Institutions will contemplate pedagogical challenges and foster interactive research, case study, and project-based learning through online education.

The challenge facing educational institutions is not just to identify and utilize new tools, but also to rethink their curriculum in order to assist students and faculty in their pursuit of digital literacy guidance.

III. OBJECTIVES OF THE STUDY

- To investigate the expansion of EdTech start-ups and the phenomenon of online learning.
- To perform a SWOC study of online learning in the context of the Corona Virus epidemic and natural disasters.
- To provide suggestions and recommendations for the effective use of online learning during a crisis.

IV. RESEARCH METHODOLOGY

The research elucidates the significance of online learning during periods of economic downturns and global health crises such as the Covid-19 epidemic. "Previous trials have identified both the difficulties and possible remedies for

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online learning." The SWOC review was conducted in order to gain understanding of the many capabilities, constraints, opportunities, and risks related to online learning in this critical situation. The main approach employed for analyzing the data collected from different sources in this research is a content review and thorough assessment. The analysis has considered the qualitative aspects of the sample. This paper exclusively concentrates on secondary data. The compiled literature underwent a comprehensive and thorough analysis.

The secondary sources of data utilized include journals, reports, search engines, firm websites, scholarly articles, research papers, and other academic publications.

4.1. EdTech Start-ups in the Times of Corona

By delving further into history and reflecting on the progression of educational technology over the years, we can observe that Indian schools utilized writing slates during the 1100s.Johannes Guttenberg pioneered the production of the first printed media in the 1440s. In the 1600s, the Abacus was utilized to teach children the basics of mathematics. In 1913, Thomas Edison introduced video clips as a supplementary resource for teachers. The MCQ system, the first teaching computer, was invented by Sidney Pressy in 1927. The implementation of electronic education commenced at Illinois University in the 1960s, and subsequently, India embarked on its EdTech journey in 1994 with the introduction of Educomp. EdTechs emerged in the market around 2010 with the intention of causing significant changes in the education industry. Byju's emerged as a prominent educational technology application in 2019. Subsequently, numerous start-ups emerged to rival Byjus. Li Kang, the CEO of Ai English, stated that online learning is the future and would have taken an additional two years to improve if there had been no virus. EdTech start-ups seize every cost-free opportunity.

Amidst this circumstance, online college courses. UNESCO has extended assistance to students during these challenging times through the utilization of EdTech firms and applications. During and during the demonetization period, digital payment platforms such as Paytm, Mobiwik, Tez, PhonePe, etc., experienced rapid development and growth. Start-ups in the EdTech industry anticipate improved outcomes amidst the ongoing pandemic crisis. To optimize this situation, EdTech start-ups are providing their students with numerous complimentary courses and online services.

Despite the frequent electricity shortages experienced by numerous Indian towns and cities, particularly smaller ones, the lack of electrical supply and dependable Internet connectivity continues to be a significant issue. The report indicates that these firms' efforts have already yielded results. Your client base is experiencing significant growth, albeit temporarily, under the condition that you are able to retain all clients.

Teachers or educators have numerous challenges when collaborating with EdTech start-ups, including determining the appropriate utilization of technology, minimizing impediments for students, and enhancing students' skills using EdTech. Merely having student participation is insufficient. Pedagogues will assure a diligent effort to augment student interest, sustain concentration, solicit input, and evaluate it through various modalities. This fosters an effective and conducive environment for acquiring knowledge. While EdTech cannot fully replace a professor, it can greatly enhance the instructional process. EdTech companies will provide significant assistance to students during the difficult circumstances caused by the Covid-19 pandemic, which necessitated the complete closure of schools and colleges for several weeks due to the seriousness of the crisis (Brianna et al., 2019). Estimates from KPMG and Google suggest that the EdTech sector is projected to reach over $2 trillion by 2021, indicating significant growth potential. Notable startups in the field of educational technology (EdTech) include Byju's, Adda247, Alolearning, AptusLearn, Asmakam, ClassPlus, CyberVie, Egnify, Embibe, ExtraaEdge, iStar, Jungroo Learning, Global Gyan, Lido Learning, Pesto, Vedantu, Edubrisk, ZOOM Classroom, ZOOM Company, Toppr, Unacademy, Coursera, Kahoot, Seesaw, and GuruQ. The SWAYAM platform is a pioneering educational system introduced by the Indian Government to accomplish three important educational policy objectives: exposure, equity, and efficiency. The main objective of SWAYAM is to facilitate online education and bridge the gap in digital access and skills. It provides complimentary courses for colleges, durations, students, and postgraduates. SWAYAM provides invaluable support to students worldwide amidst the Covid 19 pandemic.

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4.2. SWOC Analysis of Online Learning: During Corona Virus Pandemic and Other Crisis-Like Situation (Natural Disasters)

After experiencing many natural disasters like floods, cyclones, earthquakes, hurricanes, and similar events, it becomes challenging to raise awareness. These risks manifest in various ways within educational institutions, including schools and universities. The closure of schools and colleges may compel them to cease operations, resulting in substantial consequences for students. This situation deprives students of their fundamental right to education and exposes them to potential hazards. Approximately 100 million children and adolescents globally are affected by natural hazards. Common face issues encountered in educational institutions (World Vision). The primary obstacles to education are circumstances characterized by ambiguity and conflict. Amidst the crisis, numerous students and educators have psychological challenges, such as diminished focus and concentration, leading to distress, panic, anxiety, sadness, and sleeplessness. Disasters are causing significant disruption and disorder in the lives of individuals (Di Pietro, 2017).

The frequency of extreme weather catastrophes has become a prevailing norm in modern times, due to the changing weather patterns and increasing global temperatures. The impacts on both human lives and personal possessions varied in terms of costs. Table 1 illustrates a range of environmental disasters that have caused significant harm to schooling. Numerous hospitals and educational institutions have suffered severe damage, leading to the unfortunate loss of numerous young lives due to these catastrophic natural events. Such cataclysmic events. During the course of their activities, their preparedness was disrupted. The engagement of children in labor, premature marriage, military enlistment, and surgical procedures will lead to the disruption of education (Baytiyeh, 2018). During instances of natural and humanitarian calamities, educational institutions must demonstrate adaptability and employ new methods to facilitate learning (Chang-Richards et al., 2013).

Three powerful earthquakes occurred in 2016. This caused significant destruction in numerous locations. Approximately 100,000 residents experienced unemployment, while buildings and constructions collapsed, resulting in severe damage to both life and property. Camerino University, one of the most ancient educational institutions in the nation, has encountered a significant setback. The institution had significant challenges as its framework became dysfunctional, resulting in unemployment for numerous students and the departure of others from the institution. Students have been denied access to education and knowledge in these instances. It is accurate to say that when the bridge collapses, it becomes impossible to follow the usual path. This signified the unavailability of in-person sessions at present, prompting management and members to devise measures to encourage education. The implementation of e-learning at the institution was sluggish prior to the catastrophic impact of the earthquake. However, they had no obstacles and initiated the teaching-learning process using WebEx, an online application developed by Cisco. WebEx facilitates teachers in organizing and sharing observations and diagrams with students as they prepare their teaching programs. The university implemented effective e-learning methodologies and procedures within a span of around one month. They were completely integrated into the realm of e-learning. It is commonly believed that minimizing the significance of face-to-face teaching is challenging. However, by incorporating innovative methods of delivering professional material, e-learning can enhance performance, efficiency, and profitability in specific competitive scenarios (Barboni, 2019).

Christchurch and the University of Canterbury were affected by a magnitude 6.3 earthquake in February 2011. The utilization of information technology and online learning facilitated the revival of the Institution, granting it a subsequent existence (Todorova& Bjorn-Andersen, 2011).

Following the devastating hurricane that caused extensive damage in New Orleans, the Southern University transformed into an e-learning hub. Various educational courses and cell phones have been utilized for teaching the repositioning of misplaced teeth (Omar et al., 2008).

The most recent catastrophe is the Covid-19 pandemic, which rapidly spreads worldwide akin to a wildfire. Lockdowns are being implemented in schools, universities, and institutions located in the most vulnerable areas to prevent the continued spread of the virus. Consequently, numerous research organizations are exploring the advantages of electronic learning as a means to prevent the decline of teaching and learning methods. Figure 1 displays the SWOC overview of online learning.

The prevalence of e-learning has been steadily rising in India in recent years. Massive Open Online Courses (MOOCs) offer students convenient access to a variety of classes from several platforms. Several Indian organizations exhibited

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reluctance in adopting online learning. However, the challenges presented by the Corona Virus epidemic have necessitated a shift towards a contemporary online and remote learning setting. Teachers provide interactive instruction on several platforms, including Google Hangouts, Skype, Adobe Connect, Microsoft Teams, and others. Students were provided with a compilation of online tags to facilitate the implementation of smooth teaching-learning programs. The directions provided were accurate (Saxena:2020).

4.3 Strengths

The methodologies and procedures of e-learning are quite sophisticated. The advantages of online learning modalities will help us navigate through these challenging times. The program is specifically designed for students and offers ample flexibility in terms of time and location. The utilization of e-learning methodologies enables us to customize our procedures according to the requirements of the pupils.

Numerous internet tools are available that are crucial for creating a safe and efficient learning environment. Amidst the current state of upheaval, educators should employ a combination of auditory, visual, and written materials to engage their pupils and ensure the authenticity of their lectures. This will facilitate the establishment of an engaging environment conducive to collaborative learning.

4.4. Weaknesses

Electronic learning is associated with several limitations, such as the absence of fundamental interactions and physical contact. "It will impede the relationship between the learner and the instructor." Additionally, there are technological obstacles that impede and restrict the learning process for consumers (Favale et al., 2020). The advantages of online learning lie in its flexibility with regards to time and location. However, these aspects can also give rise to challenges. Unreasonable time and efficiency practices might lead to several problems for pupils.

Not all professors and graduates possess the same qualifications and level of trustworthiness; these attributes vary among individuals.

Certain individuals experience a lack of confidence when learning online, leading to increased dissatisfaction and fusion. The lack of alignment between the system architecture and the psychology of the collaborator involved in the learning process, as well as the inadequate customization of learning processes, are likely to hinder the teaching process and create imbalances.

4.5. Opportunities

Online education typically offers a wide range of choices. However, because to the widespread adoption of this model by many schools, the current economic downturn is fueling the growth of online learning. Amidst the outbreak of the Corona virus epidemic (Favale et al., 2020), there was a surge in online study, remote research, and e-collaboration. Today, institutions will utilize their instructors and students to leverage this opportunity by learning from their digital curriculum.

Individuals remained calm and infrequently ventured to employ contemporary educational methods. This scenario would indicate a higher stage in online education, enabling users to perceive the advantageous feature of e-learning technology. Currently, we are witnessing the emergence of revolutionary innovations and novel technology. EdTech companies are currently making significant efforts to assist us in mitigating the impact of the epidemic and ensuring that we continue our education without interruption. Teachers will acquire knowledge, cultivate, and improve their understanding of certain adaptive systems for kids. The efficacy of online learning is assessed by both educators and learners. This would enhance pupils' ability to tackle obstacles, think innovatively, and adapt. Individuals of all age groups can utilize the educational materials available in this crucial capacity and reap the advantages of the flexibility in terms of timing and location that is inherent to online education. Amidst this crisis situation, commonly referred to as panicgogy, educators should implement innovative pedagogical approaches.

Within the realm of education, including many aspects such as curriculum, preparation, instruction, studying, testing, performance, and graduations, the EdTech Community's start-ups have abundant opportunities to generate significant and innovative alterations. Furthermore, the increasing demand from consumers for e-learning presents EdTech firms with a favorable opportunity to introduce cutting-edge technological advancements in the sector of education.

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4.6. Challenges

Online learning encounters several challenges pertaining to students, educators, and instructional materials. Institutions face the challenge of fostering student engagement and motivating them to actively participate in the academic cycle. Teachers are compelled to transition their teaching techniques and allocate their time from in-person to online mode. Producing content that not only covers the program but also involves students (Kebritchi et al. 2017) is challenging. Acquiring professional e-learning courses might be challenging. The government's educational plan for e-learning programs lacks precise stipulations. There is a lack of quality assurance, quality management, e-resource dissemination, and e-content availability. The resolution of this matter is crucial in order to ensure that all individuals can benefit from superior education provided via e-learning (Cojocariu et al., 2014). In addition, it is crucial to consider the development and enhancement of the content of virtual courses provided in emergency situations, rather than solely focusing on the advantages of participating in online training during emergencies (Affouneh et al., 2020). Engaging in e-learning necessitates substantial exertion and financial investment. The endeavor to furnish computers and hardware, restore infrastructure, train personnel, and establish the material network is a complex undertaking that requires significant financial investment. Hence, it is crucial to build a proficient and dependable education network to deliver education through online means.

During this difficult period, it is crucial to uphold digital equality.

The inadequate availability of digital materials, Internet connectivity, and Wi-Fi connections will pose significant challenges, as students may frequently lose out on timely learning opportunities. Institutions will endeavor to ensure access to essential services for both students and teachers. In the absence of students' laptops, they will also ensure that all instructional applications are compatible with mobile handsets.

Subsequent actions will be implemented to mitigate the digital divide.

It is a widely recognized and true aphorism that cultivates moral virtue in an individual. Graduates and professors from various institutions have not yet explored the field of e-learning. Certain individuals possess self-sufficiency and find themselves confined by traditional teaching methods. The proliferation of the corona virus presents a motivation to optimize the current situation. Despite the complexity of this instance, we will be able to determine a numerical value. Teachers will select the appropriate methodology from several options to educate their pupils and integrate it into their teaching. Academic institutions should provide a comprehensive handbook that provides clear instructions for educators and students on how to effectively utilize various e-learning tools to cover relevant curriculum content. This would help reduce digital illiteracy. The application can be accessed through several mediums, such as photos, audios, and texts. If instructors include video conferences and interactive meetings into their teaching methods, it is crucial for them to receive direct input and develop a strong connection with the students.

V. CONCLUSIONS AND SUGGESTIONS

Ayebi-Arthur (2017) conducted a seismic activity investigation at a New Zealand institution. Through her research, she saw that following this unfortunate event, the college shown increased resilience towards online learning. During those difficult times, advancements empowered them to overcome the obstacles. However, it is asserted that a robust Technology for Online Learning is a necessary condition. The infrastructure will possess significant strength, allowing for the provision of unobstructed infrastructure both prior to and during the crisis. According to the World Economic Forum, the Covid-19 epidemic has impacted the accessibility and delivery of education for a significant number of individuals. We should implement necessary modifications and reforms to seek innovative solutions for our difficulties. Teachers are already unaccustomed to traditional instructional methods such as in-person seminars and consequently reject any suggestions for enhancements. However, we are compelled to adapt and fully accept the changes throughout this catastrophe. It would enhance the education sector and present unforeseen advancements. It is important not to ignore or disregard students who have limited familiarity with emerging technology. These kids come from economically disadvantaged backgrounds and have parents with lower levels of education. They have financial constraints that limit their access to funding.

The cost of digital devices and internet service plans may lead to a financial deficit. The digital gap will exacerbate existing imbalances.

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This distressing period in life has demonstrated the inherent unpredictability of everything, emphasizing the necessity of being prepared to confront challenges. Despite the limited time for preparedness due to the outbreak, we have learned that planning is of utmost importance. It is necessary to anticipate all possible scenarios, regardless of whether plan A fails or not. Plan B should be prepared and arranged accordingly. That goal will only be accomplished if we adequately prepare the circumstances. It is crucial to prioritize and prepare for both significant and challenging situations that may occur. This pandemic has also demonstrated that pupils possess specific capacities to tackle challenges, to engage in innovative thinking, and, most importantly, to react to the circumstances. Educational institutions must cultivate resilience in their procedures to guarantee the presence and prioritization of these characteristics in their graduates.

An additional key point would be to utilize e-learning prior to disasters. The source cited is Bjorn-Andersen, Todorova, and the year of publication is 2011. Today, we are obliged to engage in online learning. Had we had the knowledge beforehand, the outcome could have been altered. The time allocated to reviewing the modes was utilized in creating additional material. Being late is better than never, which is excellent. The virus has undeniably accelerated the online learning process. For example, because of its practical characteristics, the electronic application called ZOOM is generating significant attention. The program offers a range of educational tools, including multimedia lectures, virtual forums, webinars, video chats, and live meetings. Amid widespread lockdowns and curfews, this program facilitates the maintenance of interpersonal connections through video conferences, benefiting schools, colleges, institutions, enterprises, and individuals who are now operating remotely from home. The app is currently dominating among the upheaval in the Google Play Store. Individuals engage in social isolation, and they were comforted by this proposition. ZOOM also promotes the organization of corporate sessions.

There is a possibility that hazards will continue to exist, but it is probable that technologies will assist us in managing these hazards (Meyer & Wilson, 2011). According to Don Dippo, the Co-Core Investigator for refugees in Borderless Higher Education, we are currently experiencing a period of conflict and global deterioration. Unstable environments, families, and neighborhoods can accommodate a multitude of citizens. The capacity to enhance, engage, and furnish these folks with resources would never be as robust as necessary for post-Secondary institutions.

The most effective approach to creating an impact in this situation is by actively engaging in collaboration and cooperation, utilizing organizations as a means of facilitating this process across various locations and time periods. The sole method to accomplish this is by prioritizing technology to create avenues for individuals to collaborate.

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