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**E-TUTORING**  
**(Oblivion as a misfortune for building the society)**

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**Abstract**

The crucial character of the in learning environments is to support students on the instructional route to succeed in education outcomes. Digital technology facilitated learning situations indulge in a more lively approach, highlighting the formal environment which expects an obedient trail over teachings, which further gets measured and gauged on grades as part of aggregation of bundled information and aids termed as knowledge and skills. Learning is a lifelong process for development which is widely and gradually targeted by e-tutoring ingenuities to realize positive results for employees through digital and emerging technology settings evoking actual response to the re-skilling requirement posed by the industries due to industry 4.0 revolutions. In addition, e-tutoring occasions also find application, on a broader set-up of tutors' proficiency development as well.

Hence it helps both the teacher and taught on the same plank for enabling learning and teaching. e-tutoring has benefits such as reduced costs, extensive access and customized learning material to its end user requirements, offering more flexible occasions to resolve the endurance of obligation on skills upgrade. online tutoring through technology enabled methods offer the learning and teaching process a collaboration through emerging technology adaptation which delivers an unbiased understanding of values, engaging social interaction and shared education; and yet retains sturdy self-directed relationship development of interpersonal and communication skills. Teachers are yet to be groomed on the competitive use of technology, which is otherwise perceived as that to take over their employability. With anxiety and a naïve touch educational institutions are also afraid that their existence could become marginalized or immersed if more of online education becomes a preferred mode by all stakeholders in the society. This paper covers an assessment of global happenings on the technology enabled tutoring impact of its evolution and its current position owing to the impact of the greater slash impounded on the educational system due to COVID-19.

**Key words:** e-tutoring, COVID-19 impact, e-teaching, e-learning, emerging technology

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学习环境的关键特征是支持学生在教学路线上取得成功。数字技术促进了学习环境的沉迷于更生动的方法，突出了期望服从教学的正式环境，作为捆绑信息聚合的一部分，被称为知识和技能辅助工具进一步被衡量和衡量。学习是一个终身发展的过程，电子辅导的创造力广泛而逐渐地针对这一过程，通过数字和新兴技术设置为员工实现积极成果，从而实际响应工业 4.0 革命对行业提出的再技能要求。此外，电子辅导场合也适用于更广泛的导师能力发展设置。

因此，它可以帮助教师和教学人员在同一平台上进行学习和教学。电子辅导具有降低成本、广泛访问和根据最终用户需求定制学习材料等优点，为解决技能升级义务的持久性提供了更灵活的机会。通过技术支持的方法进行在线辅导，通过新兴技术适应提供学习和教学过程的协作，提供对价值观的公正理解、参与社会互动和共享教育；并保留了人际交往和沟通技巧的稳固的自我导向关系发展。教师尚未接受技术的竞争性使用，否则会被视为取代他们的就业能力。带着焦虑和幼稚，教育机构也担心，如果更多的在线教育成为社会所有利益相关者的首选模式，它们的存在可能会被边缘化或沉浸其中。由于 COVID-19 对教育系统的大幅削减的影响，本文评估了全球发生的技术支持辅导对其演变的影响及其当前地位。

**关键词：**电子辅导，COVID-19 影响，电子教学，电子学习，新兴技术

## Introduction

Tutoring is a comprehensive asset for the imminent, contributing towards developmental opportunities for safe, secure and social progress. Thriving on job openings fetches firmness for health and comfort. Tutors are involved to guarantee education, share skills, and transmit ethics which are foundations for the pupil's future. Maintenance, lucrative, more pay and professional choices stimulate students to contest hugely. The focus on to generate and certify pupils with openings for employment, upon successful completion of their education needs the process of education to be positive with novel properties and abilities to realize intelligible renovation (Son, et al., 2018). Composing both

formal and informal teaching and learning, requires pertinent, adaptable understanding of transformation and collaborative socially easing the determination through digital technologies for sharing of teaching and learning contents which fulfill the didactic abilities (Said et al., 2019).

The irresistible costs of the COVID-19 impact made schooling developed to be flexible and vigorous among tutors, pupils and administrators. Educational contents including that of reproduced handouts, learning and teaching materials, and schedules are effectively reinforced through digital technology and simplified by online or offline accessibilities. Didactic versions occurred as early in the

traditional methods. However as advancement in the audio / video technology applications happened, the summative benefits of them were also included into the online platforms. The tutor has to acclimatize their work to be imaginative and retain the engagement level of students during the course of learning.

In informal or home education, the tuition sessions should also attract the students to an absorbed responsiveness (UN, 2020). These require that the teaching and learning process to be productively converged, lacking any sidetracking or evading, which might move them away from the rigorous practice and conformed action towards studies (Meiers, 2007). Due to COVID19, the application of online education was accidental and quick with no adequate time for any preparation. The burden on tutoring was such that it ought to be sustained, and by any means conceivable, demanded the application of internet technology support (Valentina et al., 2018).

Teaching and learning progressed from inside-classroom to outside-classroom. The existing social networking platforms used by teachers and students, delivered to show an interesting opening for two way communication, which vigored more towards students feedback on their tests, and assignments etc.,. The emerging technology applications require modifications in the styles and behavior of student centered applications. To protect the right to education under the extreme conditions caused by the pandemic, and to instill the levels of trust for global collaboration advances the interests and capabilities in learners and teachers (UNESCO, 2020).

The areas of capability depended on concepts, situation, syllabus, assessment, specialized

advancements, and empowered student support. The knowledge, skills and understanding of information necessitates evolving proper technological paraphernalia for educational opportunities which are technology driven, exciting educational settings which generate curiosity in the students, to use particular technology to support learner centered teaching, which are of complex instructions, abilities and inspirational advance. Education changed itself into many forms, right from distance learning, then into e-learning which was network-based, later converted to, web-based (NMC, 2020).

The online learning later evolved, embraced instructive practices, and sturdily with technology support from institutional settings, leaped to stretch with inclusiveness and flexibility. Institutions got placed at the center of the ecosystem of education to support the emerging practices amid COVID-19, empowering students to take onus of their education, while the responsibility lies with the teachers to engage and deliver instructions, harnessing innovative learning and teaching methodologies to education, as equitable and relevant. Complete online education came along with the online teaching facilitated with more educational technology access, associated with affordability and convenience of devices with everybody, and amplified practice of digital tools in teaching and learning (Valentina et al., 2018). The move towards student centric progress, made the students change from being not only passive consumers of teaching and learning material, to becoming inspired participants who can evolve as active learners. Thus the teaching and learning through digital technology enabled mode offered them an effective way to interact

and integrate with the education 4.0 (Umachandran et al., 2020).

### **Online Education**

Online learning is completely individual centric and facilitated through internet based education suitably relating with multidisciplinary participations and benefitting from the digital delivery of courses, and platforms (UN, 2020). Online tutoring and e-learning is currently widespread, with affordability and connectivity of the Internet. Educational institutions of high learning and Universities are primarily proposing online courses, programs and certificates. E-tutoring initially challenged teachers' for their loss of professional identity, though it is a lawful and effective teaching method, nevertheless not fully acknowledged. Transitioning to e-tutoring has hypothetically disturbed the instructors, individuals who were active in the community of practice with a good amount of experience.

Developing to evolve as a well-rounded professional, characterizes a teacher to be developed with a wide variety of latent skills. Suddenly these skills disappear and become unwarranted for their existence or livelihood. The disrupted use of technology inclusion into teaching practice, made them struggle to use novel technologies, for various reasons. Though internet based technologies were a preferred one for social connect, the sudden use of internet based digital technology were placed with all faults and distrusted, blaming insufficient devices, competences and instructional materials, swift distractor for students and ruptures the teaching or learning flow (Said et al., 2019). Restraint of technology with safe, secured and protection control as issues, started to

emerge, and finally shortage of infrastructure and technical skill support, were all in the excuse list.

Abrupt empowerment of students maturations were stressed, with the need for encouragement to think morally for societal consequences, need for a simple appreciation of casual methods to education, and functioning with various functional teams to appreciate its value, were engrossed upon. Many institutions use multimedia technologies such as video conferencing, for streaming the teaching sessions, which requires the students to bring their own devices, download into their gadgets, with no cost, trying to copy or unlawful actions through their virtual presence. An immersive emerging technology can provide a sophisticated degree of natural collaboration in an unlikely real setting (Umachandran et al., 2020). With holographic conferencing expressing a mediated projection and virtual systems, require investments of considerable level in the educational stream. Substantial modifications have happened in educational institutions, with proof that shows that tutors need to take risks and test themselves with designing various teaching activities and improved or innovative classroom connections.

### **Peer Learning & Networking**

Social media applications support pedagogical activities, though students are the ones who are more masterful in skills of using SM applications. The teachers can improvise the learning atmosphere resourcefully to unravel difficulties in the learning and teaching context. The threat of privacy and boundary issues still loom over teachers and students when they interact in the same plank of acceptability, where discipline may get diminished in presence. When

teachers feel threatened, their activity gets inhibited and inflexible, tending them to be repulsive with fewer risks and experimentation with novel ways that could have otherwise evolved in a classroom.

University or administrators of HEI's should recognize and minimize the alleged threats that could get into the teaching and learning areas, where possible, by connecting with teachers in the decision making sessions on technology oriented modernizations or up gradations that are evolved to be upgraded or integrated as the school's vision. Providing proper skills development and didactic support, teachers can have the requisite time to learn about technology tools, plan to use the suitable platforms, collaborate and progress with new curriculum development etc., thus crafting a setting which can lessen the anxieties about being let down, punished or and compromises that could affect their professional position.

Technology is misunderstood as a barrier to their growth by teachers. Institutions or establishments offer support to nurture and process their phobias, many teachers, particularly those who are more experienced and on the verge of retirement, perceive difficulty to adjust to digital technology applications for teaching. They are the ones who get stressed, as the new digital technology teaching methods question their status-quo (comfort zone) and force them to proliferate their knowledge and application towards digital technology tools, in their daily work.. COVID-19 highlighted that teachers need to renew their skills regularly in order to be able to innovate their practices and adapt to the rapid transformations inherent in the 21st century. The crisis pushed teachers to adapt

very quickly, especially in countries where they do not necessarily have the pedagogical and technical skills to integrate digital tools into learning. Teachers had to adapt to new pedagogical methods and delivery of teaching practices, on which they have to be trained.

They reportedly need ICT training, and also rely on distance learning for their own professional development. Students in the most marginalized groups are at risk of falling behind, as they don't have access to digital learning resources or lack the resilience and engagement to self-learn. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Online learning tools spanned widely from self-exploration at their own discretion and formalized sessions that are conducted at a flexible pace, to real-time lessons led by their teachers using virtual meeting platforms.

### **e-tutoring**

In an ever-changing learning landscape, e-tutoring sessions are often spaced on flexible schedules for students, rewarding a good learning experience, cementing learning, with a better learning curve and builds confidence; through trusted educators to help in a supportive and encouraging way that works best for them. In any typical tutoring environment, initially an assessment is carried out to identify the student's existing level on that subject or course, and then recognize the areas for improvement, later equipped with either an experienced tutor to develop a personalized tutoring roadmap for their success (NMC, 2020).

However, in an e-tutoring setup the software algorithm decides the grooming areas and suggests which the student's counselor or an expert verifies and lines up the learning program. The support of an expert is only a validation process and not a planning facilitator, to carefully match with each student's need for an ideal one-to-one learning experience. The technology enabled tutoring has an attached benefit of auto recording the session so that the student can revisit them for orientation and reviewing.

Summing up the e-tutoring experience is that it offers to increase student's confidence, self-directing skills and ownership for academic performance, removing stress and anxieties as the academic support is very exclusive to their requirement. Student learning with tutoring software affects the learning curves, and verifies the students' progress on the number of opportunities given to them to demonstrate their knowledge versus the error count of the students. In addition there are virtual laboratories through e-tutoring that give students the opportunity to design, conduct and learn from experiments, rather than mere learning about them.

The e-tutoring system has automated teaching and learning management, with pursuing and the teaching and learning procedures with various connecting communicating tools such as email, text messages, group boards, and various applications for file transferring and sharing. This allows tutors and pupils to exchange the teaching and learning documents in a secure setting along with tracking methods and performance evaluations. There are various constraints such as hitches through interoperability, usability, and flexibility in the student centered educational practices. e-tutors

have the teachers along with the intelligent digital learning systems that can simultaneously observe the study pattern, learning activities, interest areas, and areas of difficulty (Alkhatlan et al., 2018; Vasudeva et al., 2020). The systems then adapt the learning experience to suit students' personal learning styles with great granularity and precision. Technology does not just change the methods of teaching and learning, it elevates the role of teachers from imparting knowledge, working as co-creators of knowledge, and as evaluators.

### **Situational Failures, Support required & Future Reinforcements**

Contextual decisions with regard to COVID-19 provide us with real challenge and responsibility that shall bear wider consequences in the futures of education, affecting all stakeholders in the community, and expose the vulnerabilities existing in the existing and potential human resources. Thus requiring a quicker action, with inclusion of scientific evidence, operating on principles, humanistic vision on education and rights can offer the structured framework. The Agenda 2030 for Sustainable Development, commits to strengthen education as a common good; with the right to education and valuing the teaching profession and teacher collaboration; emphasizing the student, youth and children's participation and rights; protection of social spaces provided by schools; make free all the open source technologies available to teachers and students; guaranteeing the scientific literacy within the curriculum; safeguarding the domestic and international financing of public education; and finally progressing towards global solidarity to end current levels of inequality (Philip et al., 2011). The renewal of education on a priority basis requires the support of digital technology as

a formidable tool that enables communication, collaboration and learning across distance, as an innovation source and expanded potential. Digital transition is a new effort pushed by technology to represent and shape educational transformations (UNESCO, 2020).

Educational performance and economic growth are used to calculate projections of the economic costs of learning losses. The learning loss shall be mitigated by distance learning measures (George et al., 2020), but the post pandemic reactions are projected to ripple through the world's economies in ways that will be felt far into the future. As uncertainty still prevails, school closures will affect the future development of the affected children, while the school attendance and learning outcomes impact job-market chances and economic growth. The magnitude of learning losses will differ across students; teachers will face difficulties while preparing the students to return back to their classes.

Customizations of instruction could motivate learning prospects for students and also bridge the losses from prior closures by providing more learning opportunities suited to each student. The effectiveness of learning at home is a naive area, for the students and teachers in terms of the development of skills. However, indications show that effective instruction had a significant impact on student's learning during school closures. Closures are expected to reduce schooling and lead to future losses in earnings.

The losses in earnings due to crises are not distributed equally. Earnings for workers in lower paying jobs tend to be most strongly affected. More educated workers generally suffer less. However workers are better able to cope with the disequilibria brought on by events such

as economic crisis because they can adapt to the changing needs of employers and new technologies (George et al., 2020). Learning is a dynamic process that layers over the already learnt subject, hence any stagnation would only lead to widening the deficits. Closed schools not only mean that they have imparted less of new knowledge but also indicate valence for already acquired skills over which future learning could be laid (Eric, et al., 2020).

The COVID-19 crisis has forced HEI's and Universities to fight long-standing hurdles, such as ever rising tuition costs. In the long term, they could shift many classes online, as now existing, and proceed to have fewer international students inducted and reorient themselves as more connected to domestic and national communities, so as to prove their worth at a time when public institutions are reeling under severe criticism. Universities face major hurdles with revenues, as students remain at home affecting their future plans. Prospects are there in the post pandemic that would lead to more and better online teaching than before. The COVID-19 pandemic could force them to change gears for future projections to be improved with more quality and application of their teaching. Though the crucial problem is the drop in revenue heavily relied on the tuition fees, the losses can be corrected with boosting the research universities (Krishnan, 2021).

The shortfall around the world affects some, which are smaller sized ones, to permanently lock out, while others may synergize to merge. Even some institutions could develop innovatively as networked institutions, pairing or twining with the university and institution's abroad so that students can take online classes from the university and also have a local faculty

mentor to meet with in-person. Tuition costs are a real concern for those aspiring for higher education. The COVID-19 disruption has amplified that anxiety furthermore. Many schools have decided to transition residential courses fully online or adopt a hybrid format, raising doubts on the quality and value of the investment. Institutions are readjusting their programs, messaging or even reducing the tuition fees to address the existing and projected financial constraints.

With the increase in blended learning and along with the remote teaching-learning efforts the quality online programs shall provide high-input, of course demanding more time to develop and considerable investments to operate (Meiers, 2007). COVID-19 urged the move towards remote teaching and learning through asynchronous modes using Canvas, Blackboard, YouTube, and D2L; while the synchronous mode used platforms such as Google Meet and Zoom, which led to significant results when such methods were layered along with in-person instruction.

Back from COVID-19 will widely share more of understanding on the digital tools that are complements to in-person learning. Residential courses are bound to change the practice, as well as, the teachers are now more experienced in moving towards online content than classroom learning. In future the real classroom sessions can have more time and can become more productively utilized for introspective and guided practices. Post-pandemic understandings will change the way schools make their educational plan, manage and fund online education, individually and with more flexibility and freedom to suit the market demands. Hitherto the previously decentralized and distributed e-

learning or e-tutoring course development and student support functions would become centralized, however taking consideration of the institutional planning and cross-campus controls (Vasudeva et al., 2020). The governance of e-learning and e-tutoring will become integrated into the prevailing academic leadership structures and processes.

Covid-19 had constrained universities across the world to suspend physical classrooms and shift to online classes. Though then even beyond expectations this transition had been seamlessly smooth for private universities, those were late to start have also adapted. Also adapted with the right of freedom to discussion and debates on the nature of classes, the future of examination and evaluation that be conducted online or offline, managing this transition to online education, left both the teachers and students clinging on to their laptops and mobile gadgets. Listening to lectures in a classroom, taking notes, raising doubts and questions, getting clarified etc., were fundamentals for traditional education.

However with scientific revolutions in information and communication technology multimedia emerged. Now with the internet, students receive their instruction and learn easily, from anywhere either synchronous or asynchronous virtually, eliminating the divisions of time, space and distances with more convenience and flexibility. Distance learning, in various forms, is an educational method consisting of e-learning facilitated through WAN or wireless network, effectively utilizing a wide range of tools and technology to enrich the student learning experience, and to organize effective communication. With mobile network

connectivity and internet facility e-learning leaped to its current position of acceptance. .

### **Learning losses headed for a long-term challenge**

The benchmark of decrease in test scores correlates with future downward movement in job opportunities and future income or lifetime earnings. In the absence of any intervention, the learning losses that can affect COVID-19 pandemic will have a long-term compounding effect negatively on the younger generations' future well-being. To handle these hurdles, building a more resilient system that can withstand future crises, are application of learning recovery programs, safeguard education expenses, and anticipate and bounce back from future shocks. The pandemic has shifted learning and teaching away from traditional settings such as physical interactions, educational materials, guidance, and the welfare of a midday meal every day; into confinement or quarantine at home, facing abuse and violence, forced to conditions which are crowded with lack of resources, compelled to use of digital devices and connectivity adds up to the cost of education. While these impacts on the crisis of general well-being are vulnerable for learners of all ages, they are problems that must be tackled; else the disadvantages will propel furthermore (UNESCO, 2020).

Application learning recovery programs in institutions should support students who have fallen behind to receive counseling and necessary support to get back to the lost time and inputs which are expected as learning targets. A quick assessment identifies these supports needed students, with programs tailor made for e-tutoring can facilitate them to progress towards the expected within a short span of normal

erudition. A regular short period of inputs as a preparatory requirement planned for a few hours through online tutoring a week can boost their learning performance. Online platform with distance and blended learning along with digital transformation connects teachers and students to gain access to educational materials, and continue education for seamless transition from COVID-19 to post pandemic scenario. The platform shall contain lessons on the subjects, videos, tests, as a compendium, which offers them the opportunity to track back and orient as part of their learning progress and address the learning gap.

Safeguarding the education expenses, on the inadvertent financial strain due to pandemic budget restraints have affected education and learning outcomes. As a recovery and resilient process the educational budget should be protected with financing and support to vulnerable students by directing funding resources to support educational institutions for delivering remote instruction, and also offer incentive scholarships. The budget cuts should not affect, but to continue to fund educational processes and learning recovery interventions, through tutoring along with teaching aids and equipment, that can provide further support and social protection to teachers and academic staff as other measures aimed at combating the pandemic. Anticipating and bouncing back from future shocks is the recovery program from the pandemic, where all the good experience learnt from previous exposures, prepares for a better future.

Building the capacity to provide blended models of education in the future, and be better prepared to switch easily between in-person and

remote learning as required, can protect the education of students from future disruptions including natural disasters, even a pandemic or adverse weather events. This provides opportunities for facilitating more individualized methods in teaching and learning, with flexible syllabus equipped to be delivered through digital technology enabled services. Priority to improve digital skills will rebuild education systems and make them resilient will buttress the development of education systems to models with the use of blended learning serving students with more customized approaches to teaching and learning.

Infrastructure development in institutions with internet connectivity, access to digital devices and equipment to allow blended learning approaches in schools will grow and thrive in the future of education. Facilitations to learning continuity and educational operational resilience in higher education through digitization initiatives will expand in the education sector to offer bounce back for the education institutions to quickly recover from the impacts of COVID-19.

## Conclusion

COVID-19 became a major disruption to education, where institutions had to cancel in-person classes and move to e-tutoring, an online-only instruction, which continues to threaten even after waves of its effect. Concerns were raised on the financial future of higher education institutions in the form of unexpected costs and potential reductions in revenue. The immediate and long-term challenges to educational institutions include them closing their hostels and mess facilities. Considering various bill payments that were on collection, such as

building funds, games or sport fees, amenities up gradation, field visit payments, extracurricular activities, emergency preparedness funding and appropriations for various heads in the journal entries went without any input during this period, thus affecting the operational fund flow to the institutional management.

The sudden introduction of online classes for teaching and learning initially was accepted with apprehensions on the quality of education provided remotely. Institutions closed caused them to face a number of unexpected expenses such as refunds issued to students for room and board, more cleaning and recurrent maintenance operation costs, technology costs from moving courses online. Due to the pandemic, these expenses led to hiring freezes for faculty and pay cuts or furloughs for staff. Anxiety related problems on the adjunct and part-time faculty, as they were deprived of paid sick leave and few receive health insurance to support them due to sudden disruption in employment.

Declining international enrollment declined surplus or generous funding for higher educational up gradation or modernizations. These resulted in job loss to teachers and academic staff who were vulnerable to be terminated or retrenched. Apathetic treatment of them leads to creating more stress and psychological burden in them. Many of those teachers and academic staff, affected with earnings losses, moved to alternate employment or entrepreneurship activities as a new source of income that were difficult to meet even their basic needs.

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