An Exploration on Pedagogical and Social Benefits of Online Communication Platforms

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Abstract
The technology-based communication method, regarded as online communication (OC), has different platforms for various communicative, pedagogical and social purposes. This study explores the pedagogical and social benefits of online communication platforms (OCP), Relying on observation and secondary data, systematic review and text content analysis are employed in making the expository exploration. The analysis shows that OCP are indeed of great pedagogical and social values to students and teachers in teaching-learning process, because they use them variously for pedagogical and social purposes. Teaching and learning, research, and various educational and social (interactional) activities are carried out more conveniently and fast using OCP, which make them very beneficial to students and teachers in varied contexts. The study concludes that OC and OCP are not only of communicative values but also of pedagogical and social values to all and sundry, as affirmed by different studies in the literature. Its major recommendation is that teachers, students, school administrators and government should take advantage of OCP and do away with the challenges while sustaining the benefits.
Keywords: Pedagogical, Social, Benefits, Online communication platforms, Technology-based

Introduction
Online communication (OC) is the method or kind of communication dependent on and involving the use of modern information, communication and technology (ICT). This relatively recent communication form has become predominant and more preferred to offline forms of communication (Crețu, 2021; Kalogiannidis et al., 2022). Both offline and online communication are means through which language is used to exchange information, messages, thoughts, feelings, emotions, ideas, and so on between two or more persons or groups. All activities rely on communication (Avram, 2015). Anything that is not communicated remains unknown (Nwankwegu & Nwode, 2012). Knowledge in totality, linguistic knowledge and otherwise, get revealed only through communication– offline and online alike. Online communication platforms (OCP) are valuable means of communicating knowledge in teaching-learning process and beyond.

Communication takes place in relationship, business, education, religion and all situations. It could be verbal and non-verbal, personal, interpersonal, intergroup or intra-group, offline or online. Without internet connection as well as access, online communication cannot take place. That is, online communication involves the use of internet and digital devices and technologies for dissemination and exchange of information, knowledge, ideas, thoughts, knowledge, feelings, etc. from one person or group to another. It is in view of the foregoing that this study seeks to explore the pedagogical and social benefits of OCP.

Purpose of Study
The purpose of this study is to explore the benefits of online communication platforms. Its objectives are to:
(i) make a systematic review of some extant literatures confirming the pedagogical and social benefits of online communication platforms.
(ii) describe the benefits of online communication platforms.
(iii) make an exposition of online communication and its core elements.

Concept and Components of Communication

Communication simply means the process of sharing information, ideas, feelings, emotions, etc. (Nwankwegu & Nwode, 2012). online communication describes interactions, exchange of information, message, thought, view, and so on using computerised media or computer devices (Warschauer, 2001). Although the four basic language skills (listening, speaking, reading and writing) are involved in online and offline communication, what makes the difference is the inclusion of digital media in the former.

In Nwankwegu and Nwode (2012), communication is the process of sharing information, ideas, feelings, emotions, etc., through which various human activities are carried out, such relationship, education, business, education, religion, interactions, etc. They emphasise that communication is involved in all situations and all we do, and the success of every endeavour depends largely on not just communication but effective communication (Nwankwegu & Nwode, 2012, p. 8). To communicate effectively, one has to learn, master and internalise communication skills. One shows his or her linguistic competence and performance in both written and spoken communication.

For Ndimele (1999), communication is the exchange of information, feelings, etc. between a speaker and a listener. Ndimele (1999) goes on to note that communication is a social transaction that involves getting one's ideas across to others, and in the process, expressing oneself in such a way that the listener or the recipient of the piece(s) of information can understand what is expressed or communicated. It is because exchange between two or more is involved in communication that Ndimele regard it as a social transaction. There are basic elements (models) of communication process, which influence communications. These are sender, message, coding, process, feedback, social setting, encoding process, channel, receiver and noise (Ndimele, 1999).

The shared situational knowledge involved in communication is regarded by Wardhaugh (1970) as 'felicity conditions', while Grice (1975) regards it as co-operative principle. These conditions, principles, processes, means and styles of any communication influence the intended meaning. As a matter of fact, some parts are necessarily brought together to form the relation between coding, message and reception, as the process of communication. Although different processes are involved under each pattern of communication, there is a correlation between them for the achievement of the most paramount goal of creating meaning. McRaney (2003, p. 101) has identified three styles of communication, which are as follow:

(i) Self centred communication: This style centres on the communicator. It is often marked with fear and uneasiness. It focuses on the communicator with exaggerated self awareness.

(ii) **Message centred communication:** This style is marked with less stress on the self but on the message.

(iii) **Other centred communication:** This is the style marked with respect for the receiver, language, frame of reference, life situation, social class, clues and self.

Though there may not be enough or much distinction between the three styles, the third style (which is the focus of this present study) can be seen as the best style for communicating on the new media platforms. Hesselgrave (1991, p. 87) notes that these three styles of communication, according to contemporary communicologists, are the techniques to help meet up with the achievement of the purposes of communication. Contemporary communicologists expand the purpose or functions of communication significantly. In spite of the differences, Stewart (2007) has provided a rather representative list of functions of communication as follows:

a. Referential – transmit information, knowledge,
b. Emotive – expressiveness,
c. Conative – intensional, motivational,
d. Peotic – fusion of concrete perception and abstraction,
e. Phatic – belongingness, affiliation,
f. Metalingual – communication about communication,
g. Metaphysical – worldview.

From the above definitions of communication, it is realised that communication is an exercise that basically involves two or more persons. That kind communication is called interpersonal

communication. Interpersonal communication is that between two or more persons. When it involves persons of two groups, it is called intergroup communication. When communication is within an individual person or group, it is called intra-personal or intra-group communication. Interpersonal communication type is one of those considered by Obeg (2003) as communication patterns. That is, according to Obeg (2003), there are several patterns of communications, which include:

(i) Interpersonal communication: This involves two persons or a very few people having a one-to-one exchange of ideas, views, feelings, etc. It gives room for feedback.

(ii) Group communication: The number of people involved differs according to the topic and occasion of discussion. It may involve a large number of people or a small number. Communication here is based on common interests and it is for problem solving.

(iii) Mass communication: Communication involves the use of media and technically-based aids. A very large audience from different fields of life, different geography, and different status are involved. The boost in the electronic media in the past few decades has helped a lot. That is why we are now talking of globalisation.

(iv) Organisational communication: Organisations see members of their group as a family unit. There are lots of communication instances or methods which go on in such organisations. Such communication methods can be internal or external, vertical, horizontal or diagonal depending on the organisational set up. Such communication methods also call for personal relationship amongst the workers and even with the administration. The external aspect of communication may be with other organisations or customers.

(v) Public communication: This involves a speaker and a large audience. Here, the speaker communicates in a formal setting to a large audience, whose membership is not restricted. This type of communication does not allow much feedback. Many a time, the only feedback may be non-verbal. Such communicative occasions include public lectures, conventions, and preaching, among others.

Concept and Constituents of Online Communication and New Media
The term online communication refers to any kind of communication that takes place on the internet between two or more speakers who may not be active (online) at the same time. The internet is a worldwide system of computer networks, where users who have access to any kind of computer receive and send out information directly to users at the other end of the communication web (DeBell & Chapman, 2006). Different functions are performed in the internet. These include chatting, sending and receiving electronic mails, transferring files, surfing digitally networked sites, and accessing data, files and programmes on computer. Again, online communication is a means of exchange of information using different new media, such as social media, instant messages, video calls, emails and online forums (Nwode, 2022). New media, a plural concept, refer to the technology-based means of borderless communication between and among individuals and groups from far and near (Nwode, 2022).

New media involve internet and computer and technological devices or gadgets for borderless communication. According to Nwode (2022), new media involve internet, web sites, computer multimedia, computer games, CD-ROMs and DVD, and virtual reality. Defining new media in a way that captures online communication, Nwode (2022) describes it as all forms of electronic and technical means of computer-based and generated communication (apart from television, radio, newspaper and magazines) among persons, people, groups and nations. New media are also seen as the combination of words with visuals and cartoons for symbolic communication, learning, teaching and entertainment; and internet, is the hub of the activities of the new media (Ravi, 2012; Wiest and Eltantawy,2015). New media have gained millions of users across the globe, most of who use social media on regular basis (Daluba & Maxwell, 2013; Omeje, 2018; Kalogiannidis et al., 2022; Nwode, 2022).

New media are of different categories. These are blogs (Blogger.com; technorati.com), social networking (also known as social media: e.g. Myspace.com; facebook.com; friendster.com), social bookmarking (del.icio.us), Wikis (Wikipedia.com), P2P filesharing (Bittorrent.com), video clips, mashups (YouTube.com; Google video), and virtual worlds (SecondLife.com; webkinz.com) (Friedman & Friedman, 2008). There are technologies associated with the new media. In other words, new media are characterised by and dependent on the new media technologies, often regarded as Web 2.0, which encompasses a wide variety of web-related communication technologies. These include

internet, multi-media, portals, mobile phones, gaming, animations, multi-media, portals, blogs, wikis, online social networking, virtual worlds and other social media forms (Friedman & Friedman, 2008; Ravi, 2012). For Craig (1998), the technologies of the new media include internet, multi-media, portals, mobile phones, gaming, and animation, among others.

As Lievrouw and Livingstone (2002) have noted, there are three aspects of the new media, which are the message, the technology, and the social context in which the concept of new media are used. The communication and its practices make up the message, while the technology refers to the medium. As Friedman and Friedman (2008) point out, these three components of the new media are commonly identified by different literatures. The noted components are 'collaboration, digitisation and telecommunication' (Friedman & Friedman, 2008, p. 4). Friedman and Friedman (2008) identify the fourth component to be 'the time period' (p. 4). They are of the view that another way of defining new media is by examining the unique 'five C's' of the new media. The wide range of characteristics of the new media technologies are summarily considered in terms of the 5 C's: communication, collaboration, community, creativity and convergence (Friedman & Friedman, 2008).

There are new media or online communication platforms called cloud-based collaboration tools. They include email, instant messaging, social media, video conferencing, and online forums and surveys. A brief on each of them hereunder would suffice.

Email: Email is one of the most common and widely used cloud-based collaboration tools. It makes it possible for users to send and receive messages electronically. Attachments, such as documents, images or videos, can accompany textual message content. The tone and style of an email message determines whether or not the communication between the sender and the recipient is formal or informal. The other uses of the email include marketing, newsletters, notifications, and invitations.

Instant messaging: Instant messaging (IM) is a type of cloud-based collaboration tool that allows users to exchange text messages in real-time. IM can also support voice and video calls, file sharing, emoticons, stickers, and gifs. IM can be used for casual or professional communication, depending on the context and the platform. Some popular IM platforms are WhatsApp, Telegram, Signal, and Facebook Messenger.

Video conferencing: Video conferencing is a type of cloud-based collaboration tool that allows users to conduct live video meetings or webinars with multiple participants. Video conferencing can also support screen sharing, whiteboards, polls, and chat. Video conferencing can be used for business, education, or social purposes, depending on the goal and the audience. Some popular video conferencing platforms are Zoom1, Google Meet2, Microsoft Teams3, and Skype.

Social media: These OC platforms are cloud-based collaboration tools that allow users to create and share content with other users online. These media can also support commenting, liking, following, and direct messaging. They are put to varied uses in both personal professional communication contexts. LinkedIn, Twitter and Instagram, Facebook are good examples of popular social media.

Online forums and surveys: Online forums and surveys are types of cloud-based collaboration tools that allow users to post questions, opinions, feedback, or reviews on various topics or products. Online forums and surveys can also support voting, rating, ranking, and analytics. Online forums and surveys can be used for research, marketing, customer service, or community building purposes, depending on the topic and the target group. Some popular online forums and surveys platforms are Reddit, Quora, SurveyMonkey, and Typeform.

Computer Mediated Communication
The concept of computer mediated communication is defined as the written forms of communication via the computer-based technology of internet and mobile phones (Hassan, 2016). This definition tallies with that given by Crystal (2001) and Satillo (2000), among others. Crystal (2001) has described Computer Mediated Communication as 'communication through the medium of computer-like e-mail, World Wide Web and Chat rooms.' In the same vein, December (1996) defines Computer Mediated Communication as 'internet and mobile phones based communications, which involve the exchange of written form of communication using transmission control protocol and internet protocol (TC/IP Protocol) Site. This definition emphasises the technological aspect of the new media, leaving out other aspects of new media. It also emphasises on the written form of language alone, leaving oral form.

Also, Collins, as reported in Ooi (2002), 'computer application that facilitates human-human communications using conventionally intelligible concepts via the ICT technology of the internet.' He goes on to argue that computer mediated communication is a full-fledged discourse as well as an emerging linguistic form of the 21st century. The new discourse possesses all the necessary linguistic markers that can irrefutably qualify it as a distinctive discourse. It has well identified context and peculiar features. Satillo (2000) has argued that computer mediated communication is an internet based communication of e-mail and instant message. Crystal (2001) and Ooi (2002) believe that the common linguistic features that are identified in the computer mediated communication discourse include distinct orthography, vocabulary, grammar, paralinguistic and graphics.

Based on the above submissions by the scholars, it is established that the language of the computer mediated communication is a predominantly technologically driven chain of information and communication technology. Specifically, the internet and mobile phones have been described by many scholars as the emergence of new discourse via the contexts of the computer or mobile phones. The new trend is regarded by many as an emerging linguistic form, as the form possesses those essential features of discourse, such as context, linguistic features and considerable number of users. The Computer Mediated Communication, as a form of communication adopted by youths, is associated with or an integral part of online communication.

Damanhouri (2018) worked on 'Language use in computer-mediated communication and users' social identity.' The work examined 'the relationship between language use in computer-mediated communication and the social identity of the user' (Damanhouri, 2018, p. 16). The primary data were drawn from 298 Saudi bilingual speakers, who were familiar with Arabizi, a blend of Latin characters and Arabic numerals. Tests were run to get statistical confidence as to determining differences in perceptions between young adults of 15-25 years old and middle-aged adults of between 26 and 50 years of age. The findings of the study show that English is the predominant language used by most of the young adults, who find it flexible and compatible with modern technology and widely acceptable among their fellows of other socio-cultural backgrounds.

Conversely, most of the middle-aged adults were found to use Arabic much more than any other language. Their wide usage seems to be tied to patriotism, ethnocentrism and the sustained consciousness towards their linguistic identity. On the whole, Damanhouri's (2018) study shows that there is a mutual relationship between language use in computer-mediated communication and the user's social identity, stressing that language is used both to reflect and (re)construct identity. The above findings are substantial and applicable to our case under study. However, Damanhouri's (2018) work did not treat the features of Computer Mediated Communication and Face To Face interactions, which this present study covers appreciably.

Online Communication Platforms
The internet connects people on platforms, such as Zula, Yammar, Slack, ezTalks Cloud Meeting, and HipChat. The platforms are software applications that make it possible for people using them to commune with each other or one another on the internet. They enhance different kinds of OC, such as video, multimedia, voice and text. Online communication platforms can be used for different purposes, such as personal, group, professional, business, educational, recreational or entertainment and informative or instructive purposes, among others. The platforms include social media, video conferencing, instant messaging, email, and online forums and surveys. These platforms are what make up the new media. That is, they are together regarded as new media.

Therefore, when we talk about new media, we refer to online communication platforms, among which are the aforementioned. And they are undoubtedly, the commonest and most influential. Although they have many advantages or positive sides, they also have negative sides or disadvantages. The advantages include convenience, fastness, wide coverage, efficiency, accessibility, innovation, easy connecting and networking with individuals and groups far and near, teaching-learning, business, job and wealth opportunities, easy un/professional journalism, etc. Crețu (2021) points out that online communication is very important because it increases media and educational trainings. Contrarily, their disadvantages

include miscommunication, threats to personal security, interference with personal life, identity invasion and theft, frauds, cyber crimes, misinformation, promotion and quick spread of ills (Crețu, 2021; Khalil & Ebner, 2017; Balvin & Tyler, 2014).

The most used among these platforms are social media. Interestingly, social media double as instant messaging online communication platforms (e.g. Telegram, Facebook Messenger, WhatsApp, BB Messenger and Signal) and social media online communication platforms (e.g. Instagram, LinkedIn, Facebook and Twitter). These platforms are used variously, such as for interpersonal and intergroup communication, teaching and learning, research, conferences, seminars, public speeches, news and journalism, library and information science, etc. Social media allow for voice and video calls, sharing of files, and use of emoticons, stickers and gifs. Comments are made on shared, publicised and created social media contents. Created contents are also liked by members of the online public. Users have followers, who follow them and like and comment on their contents. The contents are commonly called posts and statuses, which are made and displayed on a user's or a group's page, status or story.

In a broad term, online communication platforms, particularly social media and instant messaging platforms, are regarded as social networking sites (SNS). These OC tools make it possible for users to create personal accounts and make their profiles public in the course of interaction (Boyd & Ellison, 2008). Such SNS include Facebook, MySpace, WhatsApp, Tiktalk, Orkut, Cyworld, Bebo, and Twitter, with which users communicate so via text, video and chat services (Best et al., 2014). It is observed that social networking sites (e.g. WeChat that is predominant in China, LinkedIn, Schoology, Facebook, WhatsApp, etc.) are now commonly used by different tertiary institutions for teaching and learning (Nwode, 2022). The easiness of learning on these media, the social interactions and the attendant benefits, and the informal ways and styles of communication on these media are the prime factors behind many students' preference of them to the traditional equivalents (Nwode, 2022; Jacobi, 2017). Social Networking Sites are affirmed to be used largely by young people for school assignments (DeBell & Chapman, 2006; Best et al., 2014). They also use e-mail, instant messaging, and computer games to a large extent (DeBell & Chapman, 2006; Best et al., 2014). SNS incorporate a list of other users with whom individuals share connections. But unlike any other web services, social networking sites make it possible for individuals to make their list of connections visible to others, and traverse their social networks (Boyd & Ellison, 2007). Essentially, social network sites, online games, video-sharing sites, and gadgets such as iPods and smart mobile phones are now a clime, where the youths live and exhibit all forms of social interaction necessary for a communal and cultural living.

The online communication platforms regarded as online forums and surveys include Reddit, Quora, SurveyMonkey, and Typeform. They make it possible for users to create posts that ask questions, state views, and reviews or feedbacks on different themes or products. Online voting, rating, ranking, analysis, etc. are done on online forums and surveys. They are used majorly for customer service, marketing, research and community development. Email seems to have replaced letters and faxes, because it is faster than the aforementioned and has several new ways of communication that its traditional equivalents do not have (Crețu, 2021; Baron, 2000; Schütte, 2000; Severinson, 1994). It is used by both individuals and groups for informal and formal messages. Although textual messages take precedence over others, audio-visual messages are also sent via email (Crețu, 2021). Its' functions include: mailing, marketing, notifications, invitations and newsletters. In other words, users can send and receive textual messages, documents, images, videos, and audio messages via email.

Email and video conferencing are less used in Nigeria and many other developing nations. These two, unlike social media, are used exclusively by learned persons having the technical-know-how. This means that many educated persons in developing nations are not familiar with video conferencing platforms of online communication. They lack the technical-know-how and the logistics or devices for carrying out video conferencing. Live video meetings or webinars online involving many participants are done on video conferencing platforms. Video conferencing also involves screen sharing, whiteboards, polls and chat. It serves varied social, academic, research, business, marketing, interview, public administration and judicial purposes, among others. Skype, Zoom, Google Meet and Microsoft Teams are the commonest video conferencing online communication platforms. Discussion and bulletin

boards (DBB) are aspects of OC regarded as computer mediated communication (CMC). They are provided for virtual learning. DBB include Blackboard and WebCT, which provide the facility for students and tutors to hold discussions and contact each other in groups.

Benefits of Online Communication Platforms

Many studies have confirmed that OC has different purposes. Among the studies are Kalogiannidis et al. (2022), Nwode (2022), Omeje (2018), Wiest and Eltantawy (2015), Daluba and Maxwell (2013), Ravi (2012), Ebay (2004), Ramanathan and Becker (2001), Garson (1995), Frederick (1993), and Rafaeli and La Rose (1993). These studies, among others, agree that online communication platforms (OCP) are of great benefits, because they are used for: e-teaching and learning, research, social networking, information gathering, chatting, messaging (internet video calls, chats and messages), news, advertisement, e-mailing, entertainment, business, financial transaction and banking, online gaming, music, video, and job searches, blogging, hospitality, travelling and tour booking, and governance and administration, diplomacy, among others.

Many scholars have confirmed the benefits of online communication cum new media (e.g. Baron, 2010; Ahmed & Qazi, 2011; Connolly, 2011; Zwart et al., 2011; Iloene et al., 2013; Balvin & Tyler, 2014; Khalil & Ebner, 2017; Omeje, 2018; Kalogiannidis et al., 2022; Nwode, 2022). The highest benefits are from social media. One of the benefits of the new media is that they offer avenues for appreciable social interaction on the internet between teachers and students, friends, families, business partners, organisations, states, agencies, etc. They have eased journalism and got rid of the traditional bottlenecks of the mass media. Access to a wide range of information has become possible with the new media. Users easily gain access to information at anytime. News now takes no time to be produced and disseminated across the globe. All events are easily publicised online, especially on social media. It should be noted that above mentioned scholars, among others, are in consensus on the mentioned benefits of OC as well as new media.

The online communication platforms make it possible for students to contact tutors on an individual basis; collaborate on and share tasks, including the exchange of files; provide each other with feedback; ask questions; participate in open discussion; share experiences, ideas and resources (Jacobi, 2017). Also, they make it possible for teachers to: contact students individually; provide an answer to an individual question to all students; put students into tutor or other groups to work together; facilitate collaborative discussions and activities; and provide reminders and information (Jacobi, 2017). These platforms show the relationship between a message and the responses posted to, displayed graphically on screen in a way that gives a meaningful structure to a discussion or activity. Since discussions are also recorded, students and tutors are able to return to previous discussions.

In addition, online communication is proven by Nwode and Danjuma (2023) to be what constitute new media and it helps in achieving creative healthy living, as individuals learn healthy living tips online. Nwode (2022), Crețu (2021), Jacobi (2017), Omeje (2018), Baron (2000) and Schmitz (1995), among others, state that the defining characteristics of online communication with its platforms are publicity, digital media and digitalisation, technical transmission, multimedia, interactivity, flexibility in creating and disseminating information, universal dialogue, hybrid, hypertext structure, heterogeneity of audience, periodicity and relating to reality, as in virtual realities.

Kalogiannidis et al. (2022), Burdulea (2021) and Morozan (2011), among others, emphasise the importance of online communication in business, showing that its advantages outweigh its disadvantages. Burdulea (2021) emphasises that OC brings customers and business opportunities from far and near to merchants, dealers, suppliers and other categories of business persons. With specific reference to online meetings, Ali et al. (2021) show that OC impacts positively on customer satisfaction. Krey and Rossi (2018) reiterate the fact that OC bridges distance barriers and other trade barriers obtained in the face-to-face trade transactions and communication. Mainardes and Cardoso (2019) show that effective use of social media builds, entrenches, and fosters trust and loyalty and rises purchase intention of customers.

Drawing evidence from a systematic narrative review of forty-three (43), Best et al. (2014) prove that online technologies have both positive and negative effects on the mental health of adolescent users. The reported good sides are increased self-esteem, social and capital fortunes, self-exposure, social support, and safe identity testing. The adverse effects identified by Best et al. (2014) are increased social isolation, cyber-bullying, exposure to harm and depression. They conclude that although most studies report either mixed or no effects, the wide use of these technologies for healthcare and the mental wellbeing of adolescent is a proof that they have no effects on the mental health of adolescents.

Conclusion

Having made a systematic exploration of some views on online communication, its platforms and core components, the study evidently shows that online communication platforms are of great values to students and teachers for various educational and social activities. Their values constitute the benefits obtained in pedagogical and social spheres. These benefits make online communication and its platforms important and valuable to users of all categories provided they are not misused. Although the negative sides or challenges of online communication and its platforms abound, the focus of this paper has been on the benefits. Thus, the paper does not concern itself with assessing the negative sides or challenges of online communication platforms. After all, anything that has advantages also has disadvantages. Interestingly, the advantages of online communication platforms outweigh the disadvantages. The different platforms make new media and cloud collaboration tools. Online communication is exclusively electronic (i.e. technology based and driven).

Recommendations

The following recommendations are made here that will enable more thorough harnessing of the benefits of online communication. These are:

(i) Students should be well guided on the use of online communication platforms. That is, teachers should consistently teach students how best to use OCP.

(ii) Exploring and exposing the benefits of OCP would allow for the integration of the platforms as well as increased use in teaching and learning. Measures should be deployed to surmount the challenges of OCP so as for the benefits to continuously outweigh the former.

(iii) Students and teachers are charged to concentrate on and explore the pedagogical benefits of OCP more than the social benefits.

(iv) Government and school authorities should provide students with sufficient ICT devices and OCP.

(v) Government and its concerned statutory bodies should duly empower teachers with OCP technologies and re/train them significantly on how to use them for both pedagogical and social purposes.

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