

Digital Divide and Learning Outcomes (Bloom's Taxonomy): Post-Pandemic Evidence from Uttarakhand

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Abstract: We examine the impact of the digital divide on cognitive learning outcomes of secondary students. Using a survey and questionnaire structured around Bloom's Taxonomy, administered to government school students in Uttarakhand in both less accessible (Durgam) and more accessible (Sugam) areas, the analysis reveals that students with access to personal digital devices exhibit a 35% increase in cognitive scores from the baseline mean, while female students - especially those from rural areas attending schools in less accessible regions - score significantly lower than others.

Keywords: Digital Divide, Bloom's Taxonomy, Pilot Study, Economics, Education

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