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Online Networking Platforms and Interactive Learning Among University Students in Oman

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ABSTRACT: The COVID-19 pandemic situation has transformed the learning process globally by providing access to the resources across worldwide. Many institutions and organizations are keen in providing education through virtual environment due to its flexibility. This collaborative learning reduces the tuition fees, physical textbooks, travel expenses and avails free affordable courses. It connects several educators and industrial professionals across worldwide and customized the courses in favor of the students and professionals. Though it outperforms the traditional learning system yet it still has problems such as lack of supervision, monitoring student's progress, technical issues (slow internet connectivity & software problems) and increased screen time results in health issues. These problems can be overcome by providing a proper infrastructure and training to the students. To empower this collaborative learning structure, the feedback from the students of University of Technology and Applied Science (UTAS)-NIZWA, Oman is collected using questionnaires. This study utilizes proposed Bayesian Optimized Structural Equation Modeling (BO-SEM) for analyzing the complex relationship between variables and latent factors. The proposed Bayesian Optimized Multiple Linear Regression (BO-MLR) predicts academic performance based on strength of each independent variable. Finally the UTAS-NIZWA, OMAN student's perception is verified and validates using the respective statistical metrics.

I. INTRODUCTION

Collaborative learning has become an essential component of modern education, emphasizing its significance through interactive and self paced learning experiences. Recently, social media is an integral part of e- learning where

students work together and share their knowledge. This collaborative learning boosts the critical thinking of the students that improves their problem solving skills and communication. The students working in collaborative environment tends to understand things better, communicate with confidence and build willingness to use online applications and tools. The rise of social media has created a huge impact in education field by sharing knowledge across globally. Social media platforms like Facebook, X, Blogs and You tube also plays an important role in knowledge sharing. Despite of entertainment it is also used for e- learning purpose. Apart from this, collaborative learning tools like Google classroom, Reddit, Quora, Mendeley, scribed and research gate supports the education. Teaching management systems with social features like Moodle, Canvas LMS, Edmodo, Chamilo and Open edX have resulted in the educational reforms in terms of corporate training and skill development. They enhance the traditional teaching method by providing a proper structure, digital environment and ad-ministration.

This research has taken place at the University of Tech-nology and Applied Science (UTAS) - NIZWA in Oman, a higher education institution dedicated in offering high quality of education. Recently, the way people learn in OMAN has been upgraded due to the evolution of technology. The intro-duction of social media based learning has gaining attention of many NIZWA students due to its flexibility and reliability. UTAS – NIZWA provides a distinctive educational set up

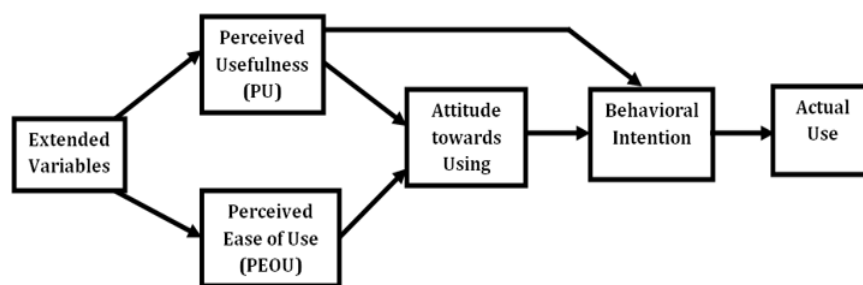


Fig. 1. Technology Acceptance Model (TAM)

to emphasis the importance of academic in Oman's cultural background. Oman, which is on the Arabian Peninsula, has seen fast technical progress and a rise in the use of digital communication. UTAS – NIZWA is using the social media in their regular curriculum to fit with the global trends. The impact of social media on collaborative learning and academic performance is mandatory for technology based learning.

II. RELATED WORKS

The collaborative learning through social media platforms

[1]like YouTube, Facebook, Moodle, Google Classroom, blogs and websites [2] are emerging and evolving in recent times. The students experience a new learning environment in terms of classroom interaction, accessing resources through online, classroom interactions and peer activity[3]. However, concerns regarding the breaches of privacy and the possibility of adverse effects on academic performance still persist [4]. This litera-ture survey highlights explains the pros and cons of the role of social media in education and also it briefs the implementation of Technology Acceptance Model (TAM) in this educational environment[5].

The Technology Acceptance Model (TAM) is a theoretical framework (Fig.1) developed to understand and evaluate the acceptance of information technology by the users [6]. TAM model was framed by Fred Davis in 1989 for evaluating the individuals' attitudes and behaviors toward technology adoption [7]. According to this model, user's acceptance is predicted mainly by the two factors such as perceived ease of use (PEOU) and the perceived usefulness (PU) [8]. PEOU describes how the user feels about utilizing a new technology. It analyzes whether the new technology is user friendly and simple to operate. PU determines how beneficial the technology and examines its performance [9]. Apart from this, Attitude towards Using (ATU) factor observes the positive and negative feelings of the users regarding this technology [10]. Behavioral Intention to Use (BIU) factor explains the likelihood of adopting the technology and the factor is the extension of BIU factor. AU factor analyses the real world adoption and utilization of technology by users[11]. It mea-sures the tracking frequency, duration, user

experience and organizational support[12].

Social media has become a part and parcel of our daily routine and it helps to connect with people across world. Currently, it is highly implemented in educational setup as tool for communication, collaboration and sharing information. However, the use of social media also distracts the students in the educational institution. Hence it is mandatory to integrate them effectively by balancing its pros and cons in educational institutions in fig 1.

The detailed study has been carried out in the existing research work and its methodology, advantages and disadvantages are tabulated in table.1.

III. METHODOLOGY

This proposed research work aims to analyze whether the utilization of social media improves the academic performance of the students studying in University of Technology and Applied Science (UTAS) situated at NIZWA, OMAN. For the experimental purpose, 300 students across different branches are chosen and the survey was conducted in the form of questionnaires. Among 300 students, 90 students were male and 210 students were female from five different departments of the UTAS – NIZWA. The demographic distribution of the students is table.2, table.3 and table.4 respectively. The participants were chosen by varying their Gender, Nationality, College and Age. Incorporating different demographic information provides clarity in the response of the students. Identifying the response patterns of different age groups supports in comparative analysis and finally ensures the validity of the proposed framework.

Table.3 illustrates the frequency distribution of the student's Nationality who contributed for this research analysis. Since this proposed work focus on the academic improvement of the OMAN College, majority of the Omani students were taken into consideration for the research purpose. Nearly 96% of the Omani students were given a questionnaire and asked to give feedback regarding using social media for their education. Their feedbacks help to identify their practical difficulties and infrastructure problems in inculcating the social media platforms as their learning modules. However, it is mandatory to verify the feedback of Non Omani students who are persuading their studies in UTAS-NIZWA College. Hence, 4% of the other students (Non-Omanis) are subjected for this research study. The ultimate aim of this survey is to collect the overall perspectives and experiences from the UTAS-NIZWA students regarding the implementation of social media platform for education.

A. Bayesian Optimized - Structural Equation Modeling (SEM)

Technology Acceptance Model (TAM) is mainly used to understand how the end users accept and use particular technology. In this proposed work, TAM model determines whether the students prefer to use social media for their academic purpose. TAM model is the subset of the Structural Equation Modeling (SEM) that focuses on the technology adoption of the UTAS-NIZWA, Oman students. SEM algorithm supports in identifying the complex relationship between the independent variables (PEOU, PU, IWP, and CL) and Academic Performance (AP). This statistical technique examines the complex relationship between both observed (exogenous) and latent (endogenous) variables. SEM is the combination of both factor analysis and regression analysis model. Factor analysis

TABLE I

DETAILED ANALYSIS OF EXISTING RESEARCH METHODOLOGIES ON COLLABORATIVE LEARNING AND ACADEMIC PERFORMANCE

Citation	Problem Statement	Research Gap	Objectives	Methodology	Advantages
Barz et al. (2024)	Examines university students' acceptance of e-learning using the TAM model.	Limited studies on the impact of self-regulated learning and affinity for technology in TAM.	Extend TAM with self-regulated learning and affinity for technology to analyze their influence.	Structural Equation Modeling (SEM), Maximum-Likelihood Estimation, N=225 undergraduates.	Validates TAM for German-speaking students and confirms the influence of self-regulated learning.

Abu-Taieh et al. (2022)	Investigates the impact of social media use on parents' and children's anxiety and depression.	Lack of studies analyzing the relationship between parents' and children's mental health through TAM.	Explore behavioral intention and social network effects on mental health.	SEM, CFA, AMOS, Maximum Likelihood methods; N=857 parents.	Validates extended TAM with anxiety and depression factors.
Singh et al. (2025)	Examines the impact of social media on academic development.	Few studies explore knowledge sharing through social media in Indian universities.	Assess social media's role in trust, collaboration, and academic performance.	Cross-sectional survey and SEM analysis involving students from three public universities.	Highlights social media's positive impact on trust and collaboration.
Yu (2020)	Extends the Learning Technology Acceptance Model (LTAM) for WeChat in education.	Rare studies linking TAM extensions to psychological influences.	Incorporate self-esteem and conformity behavior into LTAM.	SEM, Mann-Whitney U test, and large-scale questionnaire survey.	Establishes the significance of psychological constructs in TAM.
Ruparel & Swaminarayan (2025)	Enhancing student placement predictions using machine learning.	Traditional placement methods ignore multidimensional student data.	Improve prediction accuracy through ML ensemble models.	Logistic Regression, Naive Bayes, Gradient Boosting, LDA, KNN, Random Forest, and SVM.	Ensemble methods improve placement prediction accuracy.
Dahri et al. (2024)	Acceptance of ChatGPT in metacognitive self-regulated learning.	Lack of studies analyzing AI-driven learning tools through extended TAM.	Evaluate AI usefulness, trust, and self-regulation in learning.	Mixed-methods approach, SEM, qualitative interviews, N=300 preservice teachers.	High acceptance rates validate the TAM extension.
Yaqina et al. (2025)	Investigates hybrid learning effectiveness in post-pandemic education.	Lack of studies integrating SEM and deep learning for hybrid learning analysis.	Assess key adoption factors influencing student engagement.	SEM, Deep Neural Networks (DNN), and survey data from Indonesian universities.	SEM confirms key factors while DNN achieves 82.40% prediction accuracy.
Kim (2025)	Factors influencing Generative AI adoption using Bayesian modeling.	Traditional TAM models fail to capture nonlinear adoption behaviors.	Incorporate anthropomorphism and animacy into AI adoption models.	Bayesian Network-based Structural Equation Modeling (BN-SEM), N=803 participants.	Reveals nonlinear AI adoption patterns and the significant role of social influence.
Chowdhury (2024)	Impact of social media on academic performance in Bangladesh.	Limited research on structured policy recommendations.	Assess benefits and drawbacks of social media in education.	Factor analysis, regression models, and structured surveys.	Highlights the need for responsible social media use.
Suliman et al. (2024)	Adoption of mobile learning among medical students.	Lack of integration between TAM and perceived reusability in medical education.	Extend TAM with usability and medical acceptance factors.	SEM, surveys, and statistical validation.	Identifies key determinants of mobile learning adoption.

TABLE II
FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON GENDER

Gender	Number	Percentage (%)
Male	90	30
Female	210	70
Total	300	100

TABLE III
FREQUENCY DISTRIBUTION OF RESPONDENTS BASED ON NATIONALITY

Nationality	Number	Percentage (%)
Omani	290	96
Others	10	4
Total	300	100

is a measurement model that identifies endogenous variables from exogenous variables. The traditional SEM model analyzes the relationship between the latent variables using the Maximum Likelihood Estimation (MLE). The proposed BO-SEM model analyzes using the posterior distributions for each latent variable. It is capable of handling small samples and missing data better than the traditional model in fig 2.

B. Bayesian Optimized – Multiple Linear Regressions (MLR)

The Multiple Linear Regression (MLR) is an extension of simple linear regression model where it analyzes the dependencies between the exogenous and endogenous variables. It is used to find the best fit to predict a dependent (endogenous) variable using the multiple independent (exogenous) variables. Traditional MLR uses the Ordinary Least Square (OLS) to minimize the error in the regression model. However, it doesn't perform well when there is small dataset and fails to predict without prior knowledge or information. These issues are addressed by the proposed Bayesian Optimized Multiple Linear Regression Model (BO-MLR). Instead of OLS, the

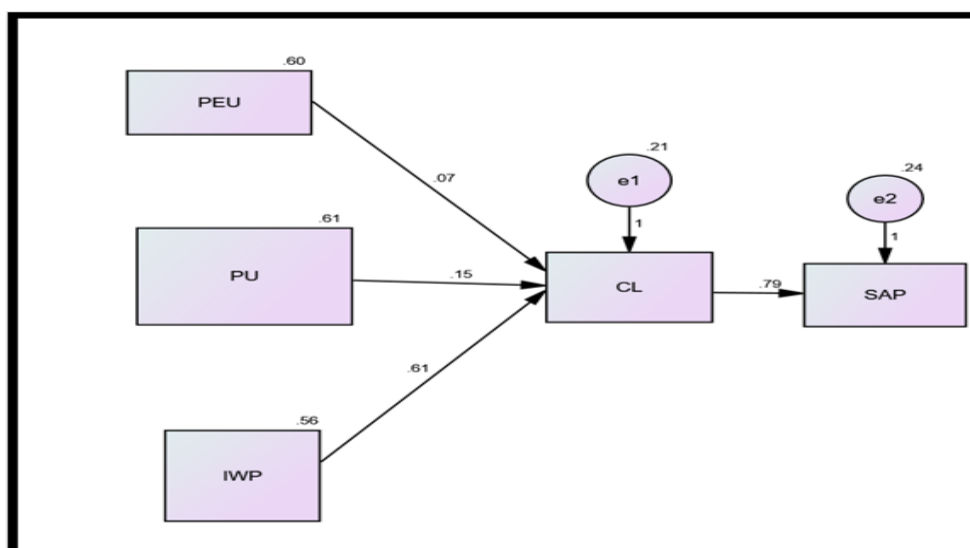


Fig. 2. Proposed BO-SEM model of Social Media factors influencing Collaborative Learning and Academic Performance

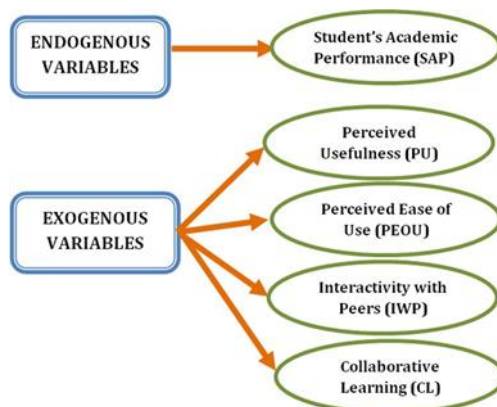


Fig. 3. Distribution of the Endogenous and Exogenous variables in the Proposed BO-MLR model

proposed BO-MLR model uses Bayesian probabilistic model for predicting the distribution of the model parameters. In this model, the confidence intervals are provided due to the posterior distribution. This proposed model also handles the prior data well, so that it optimizes and regularizes the regression model in fig 3.

The frequency distribution of the variables for this proposed research work is depicted in Fig 3 Multiple regression analysis allows us to understand how changes in each independent variable (such as perceived ease of use, perceived usefulness, interactivity with peers, and collaborative learning through social media) are associated with changes in the dependent variable (academic performance), while holding the other independent variables constant. The general equation of the Bayesian Optimization algorithm

IV. MATHEMATICAL EQUATIONS

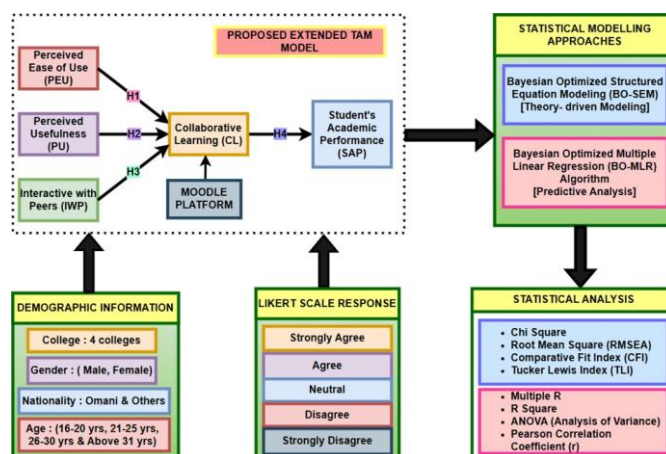


Fig. 4. Integrated Architecture framework for analyzing the effects of Social Media on Academic Performance of UTAS-NIZWA, OMAN students.

$$CL = \beta_1 PEOU + \beta_2 PU + \beta_3 IWP + \varepsilon_1 \quad (1)$$

$$SAP = \beta_4 CL + \varepsilon_2 \quad (2)$$

$$Y = \beta_0 + \sum_{i=1}^k \beta_i X_i + \varepsilon \quad (3)$$

$$R_{adj}^2 = 1 - \frac{(1 - R^2)(n - 1)}{n - k - 1} \quad (4)$$

$$F = \frac{MS_{Regression}}{MS_{Residual}} \quad (5)$$

$$\alpha = \frac{k}{k - 1} \left(1 - \frac{\sum_{i=1}^{k-2} \frac{1}{\sigma_i^2} \right) \quad (6)$$

V. ARCHITECTURE DIAGRAM

This proposed extended TAM model investigates the cor-relations between the exogenous and endogenous variables through quantitative analysis. The main purpose of this study is to evaluate that social media has impact on the collaborative learning and academic performance in the UTAS-NIZWA Uni-versity. This proposed model is designed in systemic way to find the impact of social media through collaborative learning. The hypothesis is formulated to find if there is agreement or disagreement in the research objectives through empirical evidence. The overall architecture of this proposed research work is shown in Fig 4. To handle both structured (ratings) and unstructured data (text comments) the proposed model classifies the response of the UTAS-NIZWA students. The proposed architecture has hybrid algorithms such as extended TAM model, Bayesian Optimized Structural Equation Mode (BO-SEM) and Bayesian Optimized Multiple Linear Regres-sion (BO-MLR) model. The proposed TAM and SEM model validate the conceptual relationship between the variables and MLR postulates the prediction of real time implementation. This hybrid proposed model strengthens the research work by predicting the complex relationship by revealing the hidden behavioral insights.

TABLE IV
STATISTICAL METRIC ANALYSIS AND INTERPRETATION OF THE
PROPOSED BO-SEM MODEL

Fit Index	Value	Target	Interpretation
RMSEA	0.045	< 0.05	Good Fit
CFI	0.93	> 0.90	Acceptable Fit
TLI	0.94	> 0.90	Good Fit
Chi-Square	2.35	< 3.00	Acceptable Range

VI. RESULTS & DISCUSSION

The collected students responses are systematically ana-lyzed using the proposed hybrid model and the proposed hypothesis is tested to arrive at a meaningful conclusions. This proposed study primarily focused on the quantitative analysis through the structured questions. Accordingly, the hypothesis is validated with the appropriate statistical metrics such as Multiple R, R Square, Analysis of Variance (ANOVA), and Pearson Correlation Coefficient (R) for predictive analysis us-ing proposed BO-MLR. Meanwhile the proposed BO-SEM is validates using the Chi square, Root Mean Square (RMSEA), Comparative Fit Index (CFI) and Tucker Lewis Index (TLI) and shown in table.4.

The RMSEA value measures how well the model fits the student's response in terms of measuring the impact of social media on academic performance. CFI value of the proposed model is 0.93 which explains the majority of the data well but still some improvements can enhance the prediction rate. TLI model compares the proposed BO-SEM model fits the data compared to baseline model. The CFI value for proposed BO-SEM model is 0.94 and it proves the significant prediction rate. Similarly, the proposed BO-MLR model is also validated using the appropriate metrics and shown in table 5.

Multiple R value (0.857) indicates a strong positive relationship between the observed and predicted values of academic performance based on social media usage. R Square value (0.735) explains the variation in academic performance using variables included in the proposed model. Adjusted R Square (0.731) adjusts the R square value for the number of predictors in the model, to provide the best fit for the proposed model. Standard Error (0.395) determines the average difference between the observed and predicted values of academic performance. Coefficients intercept term (0.237) represents the estimated value of academic performance when all independent variables are zero. Each independent variable's coefficient represents its impact on academic performance while holding other variables constant. For example, a one-unit increase in CL AVG is associated with a 0.322 increase in academic performance. In summary, the multiple regression analysis suggests that social media usage, as measured by PEOU, PU, IWP, CL, significantly influences students' academic performance at UTAS-NIZWA. Further, reliability of the proposed hybrid model is validated using the Cronbach's alpha score in table 6

VII. DISCUSSIONS

This proposed finding helps to improvise and optimize the educational frameworks in OMAN using the social media platforms. This proposed hybrid model provides the data driven guidelines for the educators and policy makers in OMAN to provide an optimized education framework using social media platforms. The impact of the social media in student's academic performance is observed and analyzed using their feedback in form of questionnaires. The proposed hybrid SEM-MLR and CNN-BERT model is framed to analyze the response of the students both in numerical and text format. Traditional statistical models such as SEM and MLR establish linear relationship between the exogenous and endogenous variables. This combination of hybrid models bridges the gap between the structures or unstructured data analysis.

A. RESEARCH IMPLICATIONS

Social Learning Theory: The positive relationship is found significantly between interactivity with peers (IWP) and Academic Performance (AP) via social media. Hence it aligns well with the social learning theory where the individuals learn through observation and interaction with others. The statistical results of the proposed CNN-BERT model implies that the social media provides a platform for the collaborative learning and knowledge sharing among the peers. As a result, these series of operations positively impacts the individual academic performance of the UTAS-NIZWA students.

Technology Acceptance Model (TAM): According to TAM, perceived ease of use and perceived usefulness are key determinants of user's intention to use the technology. However, in this proposed research work, these factors did not directly influence academic performance. This highlights the need for deep exploration of the variables further. Henceforth, these variables predict the academic performance by using social media in terms of education.

Community of Inquiry Framework: The positive correlated relationship found between collaborative learning and academic performance via social media. This proposed framework emphasizes the importance of social presence (group cohesion, affective expression and open communication), cognitive presence (triggering event, exploration, and integration) and teaching presence (instructional design, facilitation and direct instruction) in online learning environment. The results suggest that collaborative learning activities enhance the cognitive presence, leading to improved academic performance.

Constructive Learning Theory: These proposed findings also highlight the importance of collaborative and interactive learning experience through this framework. The students or learners construct knowledge through active engagement with E-learning syllabus and interaction with peers. Social media platforms like moodle offer opportunities for collaborative knowledge construction and interaction that contributes to academic success.

TABLE V

ANOVA SUMMARY TABLE FOR THE PROPOSED BO-MLR MODEL

Source	df	SS	MS	F	Significance F (p-value)
Regression	4	127.6748	31.91871	204.6257	8.93093×10^{-84}
Residual	295	46.01583	0.155986	—	—
Total	299	173.6907	—	—	—

TABLE VI

VALIDATION OF THE PROPOSED BO-SEM AND BO-MLR MODELS USING CRONBACH'S ALPHA

Factors	Number of Samples	Items	Cronbach's Alpha Score
Perceived Usefulness (PU)	300	6	0.7184
Perceived Ease of Use (PEOU)	300	6	0.8123
Interactivity with Peers (IWP)	300	9	0.7124
Collaborative Learning (CL)	300	8	0.8111
Students Academic Performance (SAP)	300	12	0.7666

VIII. CONCLUSIONS

This proposed finding helps to improvise and optimize the educational frameworks in OMAN using the social media platforms. This proposed hybrid model provides the data driven guidelines for the educators and policy makers in OMAN to provide an optimized education framework using social media platforms. The impact of the social media in student's academic performance is observed and analyzed using their feedback in form of questionnaires. The proposed hybrid BO-SEM and BO-MLR model is observe and analyze the response of the students to predict their perception. This hybrid model is capable of handling both the endogenous and exogenous variables simultaneously. The traditional SEM and MLR models don't handle the small datasets and also it leads to overfitting or underfitting. This problem is addressed by optimizing the parameters using the BO-MLR and BO-SEM and it is validated with respective metrics and discussed in the previous sections. From the research study it is inferred that the student's academic performance is greatly influenced by the collaborative learning (CL) and Interactivity with Peers (IWP) variables. The UTAS-NIZWA student's feels that the interaction with peers has helped them to improve their skills and communication skills. Moreover, utilizing social media platforms like Moodle has helped them to enhance their creativity and learning strategies. The collaborative learning method is less time consuming and students can learn across the countries irrespective of location and time. Henceforth the proposed BO-MLR and BO-SEM model predicts that the social media impacts the UTAS-NIZWA, OMAN student's academic performance positively and enhance their skills effectively.

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