

Covid-19 Pandemic & Post Pandemic-Technology and Education

Bala, Rajni

Assistant Professor, Department of Computer Science and Applications,
MDS (Co-Ed.) College Ambala City, Haryana, India**Abstract**

The COVID-19 pandemic, was occurred in 2019. It is a worldwide pandemic which effect the whole world. The disease is mainly pass through the respiratory track; Infected people transmit the COVID-19 virus when they are Come in contact with other non-infected persons. However, infection can also be occurred in longer distances, particularly indoors. This pandemic has drastically changed the use of **digital technologies in the field of education** due to the social distancing norms and nationwide lockdowns. People and organizations all over the world have had to adjust to new ways of work and life. Education is field in which there is a dramatic shift to the online mode of transacting. Since the beginning of the lockdown, schools, colleges and universities around the world have shifted their classes to video conferencing platforms like Zoom, goggle classroom, Microsoft and goggle meet Suit. This increases the on-screen community. Some universities are now shifting entirely to the online mode, with the exception where require a physical presence is necessary. Due to Covid-19 pandemic we imagine a largest shift of digital usage on all fields of work and life. These changes are largely depended on our responses to and shaping of the emerging trends (e.g., Some School App). The Covid-19 pandemic has led to online revolution in education fields to shift to work-from-home (WFH). The Covid-19 post pandemic introduce a new mode of education i.e. hybrid or blended mode of learning.

Keywords: Covid -19, Pandemic, Education, Digitalization, Digital Community, Onscreen Community, Blended/Hybrid mode

IMPACT OF TECHONOLOGY AND EDUCATION CRISES DURING THE PANDEMIC PERIOD

Some of the key takeouts on the impact of Technology and education crises **during the pandemic** period (i.e., Offline Bombard and Online Revolution).

OFFLINE BOMBARD

With the two sides of the same coin one side is **offline bombard** i.e., 11th March 2020 who declared a global pandemic.

- Board Exams, Competitive exams, entrance test all were postponed due to the outbreak.
- The country's dropout rate more than tripled from 1.8% in 2018 to a staggering 5.3% in 2020.
- This predominantly impacted children hailing from marginalized communities, exacerbating existing inequalities.

ONLINE REVOLUTION

Now come another side of the same coin is **online revolution** i.e. impact of Education & Technology on Onscreen digital community during the pandemic period.

- We will start the journey with the initiation of Zoomapp, GMeet App (i.e., an app of G-Suits package), Cisco Co. Webex App (i.e. an app for good number of onscreen communities with the abstraction property (that means hiding the details of all invitees)) etc.
- There has been a numerous number of apps has been launched during covid-19 to approach distant places onscreen community through video conferences, virtual classes, webinars, FDP, etc.
- In spite of all these advents; almost all Windows/Macs/Linux Operating System Software's parallel can also be run on android versions.
 - As like Wx-Maxima (Computer Algebra System) Software can be run on three platform:
 - Interpreter mode (CUI based CMD-DOS Mode).
 - Script Mode (GUI Based Windows Mode).
 - App Mode (API Based Android Mode).
 - All these with the saying proverb "Necessity is the mother of invention" concealed reason behind it the invention of Android versions of Software's; due to outbreak of corona.

IMPACT OF TECHONOLGY AND EDUCATION CRISES IN POST-PANDEMIC PERIOD

THERE HAS BEEN REVOLUTIONARY; TRANSITIONAL PHASE IN POST-PANDEMIC IN RESPECT OF EDUCATION AND TECHNOLOGY.

- School board of Education (HSEB), Bhiwani has been launched AVSAR app to facilitate their students as well as teachers.
- Central Board of School Education (CBSE, New Delhi) exclusively launched DIKSHA app for syllabus, curriculums, training for students, teachers, coordinators, principal etc. to uplift their career for betterment in ideal time.
- STEM and ATAL tinkering labs has been established.
- State university of Kurukshetra Haryana, has been launched 4th exclusively online mode of the education (Three modes Regular, Distance, and Private which has been already running smoothly).
- Tremendous changes in NEP-2020 which had been implemented in the year 2020 i.e., the year declared by WHO Global pandemic year.
- But with the empirical based changes in NEP2020 which has been; now implemented in the session 2023-24 with all new arenas of student Oriented Approach i.e., with the broad spectrum of vocalization, globalization, modernization;
- Wx-Maxima, Scilab, Matlab, Geogebra software's has been launched in respect of mathematics subjects.
- There has been main focus of NEW-2020 on mathematics, science and English subjects on empirical based also in keeping view of quantum computing.
- UGC chairman (Mamidala Jagadesh kr.) all programmes almost do live which will create repository for future references; Almost all platforms are revolutionary progress during CORONA.
- First Buddhist programme by UGC launched on SWAYAM portal.

TILL TODAY TRANSITIONAL PHASE IS CONTINUED IN REVOLUTIONARY MODE IN EDUCATION AND TECHNOLOGY.

- Most fruitfully and prominently seeing the SWAYAM programs initiative by MHRD, GOI programme designed to achieve the three cardinal principles of education policy viz, **Access, Equity and Quality.**

- The objective of this effort is to take the best teaching learning resources to all, including the most deprived section of the society.
- Here nine national co-coordinators provide fruitful contents on versatile topics with self-paced; streaming mode i.e., IGNOU, NIOS, AICTE, NPTEL, UGC, CEC, NCERT, NIOS, IGNOU, IIMB.
- It is still not enough; Higher Education Council (HEC), Panchkula in Febuary-2022 also launched various short term, job-oriented, entrepreneurship level courses for the time duration of 30 hrs. (certificate course), 60 hrs. (Diploma course), 120hrs (Advance Diploma Course) With lots of MOOCS based Syllabus.
- ICT (Information and Communication Technology; Sensor oriented technology) i.e. the combination of (IT and Tele Communication) in the peak in Education and technology mechanism; in post pandemic. (results can be seen in the IOT, Cloud Computing (Saas, Iaas, Pass services) Cloud Computing Services Vendors (AWS, Microsoft Azure, Google Cloud Platform, IBM Cloud), Robo Mechanical AI, Machine learning, Chat GPT, Google-Gemini etc.) Constantly R&D; still today is also going on. To some extent credit goes to the transitional pandemic phase of corona.

CONCLUSION

The constraints on financial scarce resources will increase burdens on employees, already exhausted from the extraordinary efforts expended in sustaining education during the pandemic, having had to learn to teach in new ways, in a short span of time and with limited support and learning to face new needs among their students created by the pandemic. It can also be seen in pandemic supporting teachers under remote instructions and they are not enjoying as a teacher. No doubt that countless apps have been invented in covid pandemic. But Cybercrime is the major drawback of techno savvy scenarios.

References

1. Koutska, I. (2023). Educational technology ‘introduced’ by the COVID-19 pandemic. *Innoeduca. International Journal of Technology and Educational Innovation*, 9(2), 115–133. <https://doi.org/10.24310/innoeduca.2023.v9i2.15481>
2. S, S. (2024). Revolutionizing Higher Education: Role of Digital Initiatives in India for Tackling Challenges with Innovation and Technology. *Edumania*, 02(01), 255–269. <https://doi.org/10.59231/edumania/9030>
3. Papademetriou, C., Anastasiadou, S., Konteos, G., & Papalexandris, S. (2022). COVID-19 Pandemic: The impact of the social media technology on higher education. *Education Sciences*, 12(4), 261. <https://doi.org/10.3390/educsci12040261>
4. Agarwal, R. (2023). Use of technology by higher education students. *Shodh Sari*, 02(04), 152–161. <https://doi.org/10.59231/sari7631>
5. Kaur, M., & Sharma, J. (2023). The role of digital literacy to promote the gender equality. *Shodh Sari*, 02(04), 315–327. <https://doi.org/10.59231/sari7642>
6. Kumar S. (2021). Psychosocial impact of Covid-19 Pandemic on school educators' mental health and role of cognitive competence in coping with such adversities. *International Journal of Biological Innovations*. 3(2):323-330. <https://doi.org/10.46505/IJBI.2021.3212>
7. Kumar, S. (2019). CASE STUDY ON UNTRAINED TEACHERS IN SCHOOLS (ELEMENTARY SCHOOLS) IN JIND AND HISAR DISTRICTS OF HARYANA. *International Journal of Engineering Research and Modern Education*, 4 (1), 7-9. DOI: [10.5281/zenodo.2656138](https://doi.org/10.5281/zenodo.2656138)
8. Asubiojo, R. O. (2023). Effects of Computer Assisted instruction (CAI) on secondary school students’ achievement in basic science and Technology Ekiti State. *Shodh Sari*, 02(02), 88–98. <https://doi.org/10.59231/sari7576>
9. Ngbarabara, P. B. (2023). Effects of Computer Game-Based Teaching Strategy on Junior Secondary Schools Computer Studies Students’ retention abilities and gender in Rivers State. *Shodh Sari*, 119–133. <https://doi.org/10.59231/sari7578>

10. Shehu, S. A. (2023). Contemporary Approaches and Challenges in Education: An Implication in the Use of Mobile Technologies in the New normal. *Shodh Sari*, 02(02), 174–205. <https://doi.org/10.59231/sari7582>
11. Tadesse, S. and Muluye, W. (2020) The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 8, 159-170. doi: [10.4236/jss.2020.810011](https://doi.org/10.4236/jss.2020.810011).
12. Bora, R. (2023b). Challenges and emerging trends in cyber security. *Shodh Sari*, 02(03), 26–41. <https://doi.org/10.59231/sari7590>
13. Kaur, H. (2024). NATIONAL EDUCATION POLICY (NEP) 2020: SKILL ENHANCEMENT THROUGH VOCATIONAL EDUCATION. *Edumania*, 02(01), 23–32. <https://doi.org/10.59231/edumania/9015>
14. Ngbarabara, P. B. (2023). Computer Science Educators and their Extent of Utilization of e-Learning Teaching Strategies in Colleges of Education in South-South, Nigeria. *Edumania*, 01(03), 127–141. <https://doi.org/10.59231/edumania/9002>
15. Gupta, C. (2023). Digital Education. *Edumania*, 01(02), 04–09. <https://doi.org/10.59231/edumania/8969>
16. Kumar, S. (2023). Artificial intelligence: learning and creativity. *Eduphoria*, 01(01), 13–1 <https://doi.org/10.59231/eduphoria/230402>

Received on Mar 20, 2024

Accepted on Jun 02, 2024

Published on Jul 01, 2024

[Covid-19 Pandemic & Post Pandemic-Technology and Education](#) © 2024 by [Rajni Bala](#) is licensed under [CC BY-NC-ND 4.0](#)

