

## **Impacts of the pandemic on current age's schooling and the significance of advanced change of day to day existence**

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### **ABSTRACT**

Digital technology has been a constant presence in the lives of today's children since they were born. There are still a number of digital divisions in society that have an impact on today's youth and their ability to prepare for a technologically advanced future. For the sake of today's young and their technologically dependent future, educational institutions must undergo massive digital change. In light of the COVID-19 epidemic, schools and education have had to undergo a drastic transformation in their policies. The influence of the COVID-19 pandemic on basic education, the diversity of digital divides that have formed and reinforced, and the likely difficulties that have been documented are all part of this study. Research in information management should pay more attention to children, their digitalized life, and their fundamental education. We should take into account this generation's demands when it comes to the education we give in the framework of higher education, but we should also seek to impact their basic education in the hopes of nurturing their interest in this sector and potentially making it a career choice for them.

#### **1. Digitalized everyday life of the young generation**

Every aspect of today's children's lives has been influenced by the constant presence of digital technology, including social media, smartphones, tablet computers, and the Internet. In their daily lives and education, digital technology has become an integral part of their daily routines. Because they began engaging with digital technology as infants, if not even earlier, they will be completely and deeply integrated into the digital world throughout their adult lives. For the future to be as technology-rich as it is now, children of today aren't as prepared as they should be (1). Many types of digital gaps, such as those between those who have access to digital technology and those who don't, still exist in our society and have a negative impact on the digital futures of the younger generation... Research and education in information management are concerned about this issue. To be sure, we've looked at how technology availability and use create digital divides quite a bit previously (2), but our knowledge of how these differences affect the younger generation and the many ways in which they shape their lives is still rather limited.

There have been severe environmental issues as a result of this epidemic, including how to handle MSW and toxic biological waste. It has been stated that the lockdown imposed by authorities to contain a disease epidemic may have an impact on the volume and source of solid waste created. This infection was traced back to China, where the COVID-19 virus was first discovered. There must be a generational shift in digital technology skills and competencies for this to happen (3). Design and innovation-related skills and competencies are just as important as programming and computational ones.

Educating the next generation for the requirements of the future is the responsibility of schools, which are in a vital position in this regard: Schools, on the other hand, are finding it increasingly difficult to keep up with the rapid advancements in digital technology. It's possible that schools have different levels of resources, knowledge, competence, or a genuine desire to study. Today's young people and their digitally-dependent future necessitate that schools and children's education undergo a dramatic transformation. When it comes to disposing of contagious and noninfectious medical waste during the COVID-19 outbreak, the WHO has issued guidelines. More than 80% of all healthcare waste is noninfectious rubbish,

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which must be collected and disposed of like municipal garbage.

This digital revolution is unique in that it was not initiated or led by those in charge of primary education, but rather was a reaction to and an urgent endeavor to adapt to the existing state of things. We're on board with this. Despite this, they relied extensively on digital technology to transform their products and services, and they also sought to deal with and manage a variety of structural and cultural upheavals and barriers. One of the biggest hurdles in the digital transition is inertia and resistance (4). Our study examines the influence of the COVID-19 pandemic on basic education, the emergence and strengthening of diverse digital divisions, and the potential obstacles that have been documented so far in the research process.

## **2. Tales on digital transformation of basic education pushed forward by COVID-19 pandemic**

Through in-depth interviews with educators and administrators, we've conducted exploratory empirical study on the impact of the COVID-19 pandemic on Finland's basic education system and India's special education system. After that, we'll go through our preliminary research findings.

### **2.1. In basic education in Finland**

Finland's city of Oulu has been at the forefront of educational technology since far before the introduction of distant education. In the city's public schools, pupils have had access to computers long before the outbreak. However, because students were already heavily utilizing technology in many fields before to enrolling in distance education, the changeover was quite easy for them to make. Educators report that the sudden lockout caused some challenges in introducing new technology and techniques of virtual instruction, but the adjustment was quick and uncomplicated.

Two to four Google meet lessons were held each day, half of which were taught by one instructor and the other by a different one. Google meet was used to conduct a second 20-minute live teaching session, following which students were given 40–50 minutes of self-study time. These criteria are designed to reduce food waste at all levels, from the household to the workplace. Lockdown in India coincided with the prime harvesting season for a broad variety of seasonal crops, which were affected by the shutdown. All the summer's fruits and vegetables and grains had reached maturity and were ready to be harvested. Despite this, a great deal of merchandise was discarded as a result of the sudden national shutdown. The Indian government has released economic stimulus programs, as well as attempts to limit the amount of perishable products thrown away. A school administrator told us that, based on the results of a municipal survey, pupils rapidly learned how to use the different remote teaching platforms and techniques available. Additionally, parents were happy with the outcomes and awarded them high scores in the survey.

### **2.2. In special education in India**

It was a similar situation for two special educators who went online to teach in India following the country's lockdown proclamation. In their daily interactions with youngsters, iPads, laptops, and YouTube videos were commonplace. When it came to utilizing technology in this way, they were already comfortable. They were given tablet computers that they could use in the classroom and bring with them when they went home. Because of the school's WiFi's restricted availability, the teachers opted to buy their own SIM cards and data connections for their tablets so that they could always stay online. Even after implementing online instruction, teachers continued to use iPads in the classroom. Computers and tablets with Internet access can be utilized by a special education teacher at a private special school. To connect with their students when online education was implemented, teachers used computers and laptops at home. When it came to computers and laptops, they frequently had to rely on the help of their more technologically proficient relatives.

As a result of an increase in domestic consumption, there has been an increase in the amount of household flammable waste. Local governments and trash collectors in the UK have been given regulatory position statements by the British government as part of COVID-19. It's important to note that these statements are focused on a wide range of issues, including waste stream priority, waste segregation, waste incineration, and community communication.

In these events, educators get an opportunity to voice their concerns, whether they are technical or linked to their teaching methods, and discover solutions. Additional technical training videos on Zoom and other technologies may be found in a school-run WhatsApp group for educators and other school staff members. For each student, instructors create weekly lesson plans that they share with one another and with the rest of the school staff for feedback. Teachers provide a daily report to the school administration on the progress of their pupils' responsibilities and activities.2.3. Deepening digital divides

#### **2.3.1. Among children and families**

When it comes to children who struggle to focus in a traditional classroom due to factors such as noise or other distractions,

the educational administration of Oulu in Finland says that distance teaching has helped some. This group of students did better in class when they had their own private study area with no outside interruptions. According to the fifth-grade instructor, there were also a number of students who appreciated the opportunity to work on their own time. As a result, these students were allowed to set their own schedules and work at their own speed during the school day. If a student's performance was above average, he or she might also focus more on things that interested them personally and be given more hard assignments. These students performed well and had access to a wide range of individualized learning experiences.

Students that needed more support from the teacher, especially in activity moderation and who did not have someone at home to help, were the most challenging. It was difficult for these kids to concentrate in class since they had so many distractions at home that they couldn't get out of bed in the mornings. Special needs students were supported by a special needs teacher, who used phone calls to awaken students and guided them to live video sessions, as well as video connections to aid students with tasks when needed. Students also showed a variety of disturbing attitudes. For several students, the digital assignments were less meaningful (and authentic) than the physical and tactile ones. "Who cares?" was the common refrain among students who said that not submitting their work on time was not a big problem.

Teachers in India said that students who were able to adjust to homeschooling were doing well in special education. To establish a routine, it is necessary to involve all parties. Reducing demand on the present waste management system is critical. It is possible to implement a decentralized waste management plan using the present MSW system. Because of decentralized waste management, the rubbish is handled locally, allowing it to be recycled closer to the source. Using a decentralized approach, certain types of waste can be processed at cheaper startup and continuous operating costs than using a centralized approach.

#### 2.3.2. Among teachers

During the epidemic, according to a spokesman of the school administration in Finland, instructors have flourished. Various methods of using digital solutions have been employed in the assignments given to the students. Technology has been incorporated into a variety of fields, including the arts and physical fitness. In addition, the teacher has had great encounters. The epidemic has provided the teacher with excellent experiences that she plans to or already intends to use in her typical classroom teaching in the near future. It's clear to the instructor that she intends to use these materials in the future as well. The teacher would like to see the potential of allowing remote teaching days or periods for the students who obviously benefit from and like them in the future, since the online teaching was a great success for many of the students.

Distant instruction, according to several educators, was particularly taxing. It takes far longer to arrange a single lesson than it would in a traditional classroom setting. It was also more difficult and time-consuming to differentiate instruction for students at different academic levels.

Many of the kids at India's public and private schools couldn't be contacted or reached. A large number of the pupils from the public school had returned home when the lockdown began, as their parents were day workers and factories and constructions were shut down when the lockdown began. It was impossible for the instructor to get in contact with these students. A handful of other kids who could be contacted had neither a device nor an adult family member who could assist them with their online education. This was unfortunate. Some students at the private school did not want to take online classes because their parents were worried about their time limits or other personal problems as a result of the lockout (employment or businesses being shutdown). Both teachers were worried about the pupils' well-being throughout the lockdown. Educators will confront a difficult task if instructors and schools do not intervene and help pupils as required, and some children may lose critical abilities.

### 3. Concluding remarks

#### 3.1. Summary of the results

During the COVID-19 epidemic, society underwent a major digital shift. Everyday activities, including those of our children and their schooling, have been transformed by the epidemic. In a split second, their education went from being taught in a traditional classroom to being delivered remotely via digital means. For the first time in their lives, a complete generation of youngsters had to learn and use digital technologies to participate in their primary education. Children, instructors, their families, the school administration, and society as a whole had to adapt to this new reality. Students' basic education has undergone a sudden, unexpected digital transformation, forcing educators to take the lead without adequate preparation. The study also contributed to the existing literature by evaluating governments' responses in some developed and developing countries to the increased burden on MSW management systems due to pandemic. The COVID-19 natural experiment's MSW management is the subject of this study.

COVID-19 has a new normal, but the digital disparities we discovered are still present. Definitely, not all children are in the same position to participate in their digitalized primary education. The internet, equipment, and programs required may be difficult to get a hold of for adults as well as youngsters engaged in the situation. Sadly, many kids and families are

suffering because of this. In addition, parents, children, and teachers may have difficulty mastering the necessary skills and competencies to effectively utilize the technologies, and instructors and students may have difficulty effectively integrating and reaping the advantages of digital tools into their daily work (5). It has been observed that some children profit enormously from the digital transition, such as those who are competent and willing to study independently, self-directedly, and individually, as well as those who lack these abilities and are severely harmed by the existing state of things. The education of some youngsters has been completely snatched away. When it comes to assisting their children, some parents are thought to be more capable and active than others. Parents have an important role in the education of their children, as evidenced by a number of studies. Despite the significance of this event, some children may have been unable to receive the support they needed from their parents due to a variety of circumstances. Furthermore, it has been discovered that instructor digital proficiency levels vary widely. For some instructors, the aid of their tech-savvy family may have been crucial to their efforts to digitize their teaching. As a whole, the data show that a wide range of people are involved in delivering children's basic education including parents, other members of the family, teachers, special education practitioners, and schools and municipal administrations.

Research shows that there is no resistance or inertia to this transition. It's possible that in the aftermath of such a profound transformation in nearly every element of life, resistance or inertia didn't have much opportunity to emerge. Meeting participants expressed concerns regarding the attitudes of youngsters and their parents. Cultural differences may affect whether or whether parents help their children, according to one theory. A lack of student access and/or technology, as well as the difficulty of instructing students through the internet, have been proven to be burdens on teachers. Previous research on digital transformation suggests that present technology, procedures and skills may be hurdles to digital transformation, as well as attitudes and cultural aspects.

No one in our sample admitted to adopting a proactive stance toward design and digital technology; beginning to innovate and construct better solutions for the demands of digitalized basic education. Even if this is predicted, the world is far from perfect, so it's not a certainty.

### 3.2. Implications for information management research and practice

Studying the digital habits of today's youth can help us better prepare them for college and careers in the future (6). New students need to know how interesting, crucial, and relevant our field is to the world. Students in today's secondary schools may be familiar with business and IT as independent subjects of study, but they have no idea what connects the two. Since the COVID-19 outbreak, digitalization has fast invaded our lives and should be highlighted as an important aspect of supporting and understanding it from human, organizational, and economic viewpoints. More significantly, we should emphasize the positive impact that design and digital technology can have on our world. We may imagine a variety of digital futures if we take a critical look at digitalization. Our area may be made more accessible to the younger generation by emphasizing these ideals and interests, which are usually tied to a larger purpose of changing the world (7).

Furthermore, we should not only look at student recruitment, but also student retention, and figure out the new normality in their learning patterns before they enter higher education. Following new digital practices and ways of life, which are particularly popular in teaching and learning, is necessary since the world has changed significantly in recent months. In the near future, new digitalized students will be attending higher education institutions, and educators will need to better understand their viewpoints on the world and their own personal experiences. We must do more to prepare society for the digital revolution.

The role of teachers, schools, and teacher education in driving the digital revolution in education should be considered. The disruptions that are taking place in society, as well as how instructors may respond to these changes utilizing digital technologies, and how they can handle the structural changes and organizational impediments that develop as a result, must be considered at some point by teachers. The use of digital technology in the classroom must go beyond simple integration. These abilities include strategic thinking, an appreciation of technology's potential, the ability to conceive and reflect on possible futures, and change management skills and competences.

### 3.3. Conclusions

During the COVID-19 epidemic, society underwent a major digital shift. As a result of the outbreak, we were obliged to implement significant changes in the way that students get their fundamental education in the digital age. Children, instructors, their families, the school administration, and society as a whole had to adapt to this new reality. As a result of this abrupt and unanticipated shift toward digital learning, educators and schools have had to step up and take the lead in implementing this new model. Children and their families were also put under a lot of stress since they had to learn a wide range of new skills, competences, and resources. Digital differences are clearly visible in the new normal of COVID-19. Definitely, not all children are in the same position to participate in their digitalized primary education. A lack of technology availability and use, as well as a lack of expertise in integrating digital technologies into teaching and learning in

meaningful ways, are some of the concerns that must be addressed. Parents have a critical role in their children's early education. There have been some positive outcomes for some children, but others have been negatively impacted. Some instructors have responded well to the COVID-19's difficult circumstances, displaying considerable fortitude, ingenuity, and persistence. Research in information management should focus on the digital lives of young people in order to better prepare them for their education and employment. We need to think about how we can help youngsters prepare for their digital futures while they are still in elementary school as one of our primary issues in the digital revolution of education. There are several ways that teachers, schools, and teacher training programs may be empowered to drive educational change.

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