

IMPACT OF PANDEMIC CORONAVIRUS (COVID-19) ON EDUCATION SYSTEM IN PAKISTAN.

Farheen Shaikh

The WHO (World Health Organization) stated that Coronavirus (COVID-19) is a community fitness crisis internationally. It has resulted in shut the educational sector all across the world¹. Globally, over 1.2 billion children are out of the classroom². According to UNICEF, during COVID-19 everyone globally facing an educational crisis. Eighteen (18) past months approximately 77 million children have taken away their classrooms and students have lost 1.8 trillion hours due to COVID-19 lock downs³. In West Pakistan, all instructional establishments were closed on thirteenth March 2020, as per orders of the Govt of Pakistan. The HEC higher Education Commission issued directives to all or any instructional sectors/institutions/universities to organize the gap learning (DL) approaches⁴.

Spread of COVID-19 has an immense influence on society, it became an inevitable threat to education. Almost all the educational institutes, schools, universities were closed to prevent the transmission of communicable diseases. First in China COVID-19 disturbed the education system then come to Pakistan to close all educational sectors⁵.

In history, numerous epidemics ruined the communities around the world including Chickenpox, cholera, influenza, dengue, the nonheritable immune deficiency syndrome (AIDS), the severe acute metastasis syndrome (SARS), and the tb and West Nile River diseases. The unpredictable grippe hits virtually thrice every century since the 1500s or virtually each 10-50 years. There have been 3 pandemics within the twentieth century referred to as the spanish grippe for the amount of (1918-1919), the Asian grippe throughout (1957-1958), and also the Hong Kong grippe in (1968-1969)⁶.

Pandemic Coronavirus is compelling educational organization's to shift swiftly to online distant learning. In a state of emergency, Pakistan reacted similarly as worldwide shift the educational system on online learning⁷.

Electronic learning (e-learning) tools have been playing basic role during this widespread. E-learning systems support and encourage the education system by helping the instructors or teacher's to simplify the learning during lockdown in schools and universities. Though, the endowment and usage of materials online are becoming the

main challenge for many educational sectors⁸.

Online academic activities have quite fantastic that would be valuable for use during the lockdown but in Pakistan e-learning, we faced both negative as well as positive impacts. 80% of students may remain deprived of computers and internet facilities and cannot access to the online learning especially in rural areas where not only lack of internet facilities but the major issue was non-availability of electricity for about 16 hours in a day. The socioeconomic condition who cannot afford the alternate equipment for the rural students in Pakistan⁹. Government schools of Pakistan don't have e-learning facilities beyond the source of those students who are getting an education from the government school sectors.

According to UNESCO (2020), the schools & universities closure have quite a lot of confrontational values on learners. The disturbed online education outcomes in learners being disadvantaged of chances for progress & improvement. Hence, online learning systems cannot fulfil all the requirements of students. On the other hand, e-learning also having a positive impact and play a key role during lockdown¹⁰. The IT (information technology) departments and teachers both manage & organize the online learning activities such as student entry, course descriptions, lesson plans, syllabus, basic course materials, assignments, exams etc. The students are also aware of e-learning and can enable to approach the world through online courses, seminars, webinars etc. The online especial gadget like blackboard available 24 hours each day, and presents variety of advantages like increase potency of learning services through improved property with academics and higher access to learning¹¹.

In conclusion, the main challenge is adopting the e-learning system in Pakistan by working hard for improving our poor infrastructure and weakness of content.

For correspondence:

Dr. Farheen Shaikh

Assistant Professor Biochemistry
PUMHSW, SBA.

Email: shaikhfarheen14@gmail.com

REFERENCES

1. Amin Almaiah M, Al-Khasawneh A, Althunibat A. Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Educ Inf Technol*. 2020;25:5261–80
2. How has COVID impacted Pakistan's education system? | Asia | An in-depth look at news from across the continent | DW | 22.09.2021. Available from: <https://www.dw.com/en/how-has-covid-impacted-pakistans-education-system/a-59264829>
3. COVID-19: Schools for more than 168 million children globally have been completely closed for almost a full year, says UNICEF. Available from: <https://www.unicef.org/press-releases/schools-more-168-million-children-globally-have-been-completely-closed>
4. UNESCO (2020). COVID-19 Educational Disruption and Response. <https://en.unesco.org/covid19/education-response>. Retrieved Feb 2020
5. Habibzadeh P, Stoneman EK. The Novel Coronavirus: A Bird's Eye View. *Int J Occup Environ Med*. 2020;11(2):65.
6. Sohrabi C, Alsafi Z, O'Neill N, Khan M, Kerwan A, Al-Jabir A, et al. World Health Organization declares global emergency: A review of the 2019 novel coronavirus (COVID-19). *Int J Surg*. 2020 Apr 1;76:71.
7. What the History of Pandemics Tells Us About Coronavirus
<https://www.bloomberg.com/graphics/2020-history-of-pandemics-coronavirus-covid-199>.
8. Haghshenas, M. A model for utilizing social Softwares in learning management system of E-learning. *Quarterly Journal of Iranian Distance Education*, 2019; 1(4), 25–3
9. Idris, F. A. A. and Osman, Y. B. Challenges facing the implementation of e-learning at University of Gezira According to view of staff members. In 2015 Fifth International Conference on eLearning (econf). (2015, October). (pp. 336-348). IEEE.
10. Nawaz, A., & Khan, M. Z. Issues of technical support for e-learning systems in higher education institutions. *International Journal of Modern Education and Computer Science*, 2012; 4(2), 38.
11. Nwabufo, B. N., Umoru, T. A. and Olukotun, J. O. The challenges of e-learning in tertiary institutions in Nigeria. In International Conference the Future of Education Florence, June. 2013
12. Ozudogru, F., & Hismanoglu, M. Views of freshmen students on foreign language courses delivered via E-learning. *Turkish Online Journal of Distance Education*, 17(1), 31–47
13. education institutions. *International Journal of Modern Education and Computer Science*, 2016; 4(2), 38.