



Impact of COVID-19 on Education in Pakistan, A View Point

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v22i330530

Editor(s):

- (1) Bashar H. Malkawi, University of Arizona, USA.
(2) Der-Jang Chi, Chinese Culture University, Taiwan.

Reviewers:

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- (3) Maryam Shamsaei, Shiraz University of Medical Sciences, Iran.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/75401>

Received 04 September 2021

Accepted 04 October 2021

Published 07 October 2021

Short Communication

ABSTRACT

The novel coronavirus pandemic has contrarily involved liveliness and education throughout the world. Educational institutes are confronting situations to furnish good education to the students throughout n-COVID-19 breakdown. Some technically improved countries such as China have electronic learning systems for education. Besides, it isn't the similar situation with economical countries like Pakistan. Hereby, we draw the objects existence confronted by educational institutes and students in Pakistan as acquiring in online education throughout the n-COVID-19 epidemic.

Keywords: Coronavirus; Online; Education; Pakistan.

1. INTRODUCTION

The COVID-19 has interrupted economic system throughout the world and billions of human beings are under a lockdown [1]. The education has been diversely affection in the Pakistan and many other countries. The education

departments considering college and university have affected and involving many of students in the world. Lots of departments have been moved to e-education system. Recently, scientific gyration and general availability have given lots boulevards for deep teaching and substitute of online education in the globe. The improved

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states have long-established electronic education system and that is hard for not developed countries like Pakistan [2,3]. Pakistan is low income country and first 2 reported COVID-19 cases were found on 26 February 2020 [4,5]. The cross sectional work has been done [6]. Therefore, we are trying to pull out impact of COVID-19 on education and possible solution upon realities in Pakistan.

2. THE SITUATIONS AND DIFFICULTIES WITH ELECTRONIC LEARNING

Presently, there are 177 universities and higher educational institutions in Pakistan. From 177, 58% belong to public sector and other 42% are under private sector [7]. Higher Education Commission of has a law for all educational departments and all are bound to it. HEC suggested all departments related to HEC that they shall start online education system. HEC suggested this because of COVID-19 desperation in early 2020 [8]. The information got from different persons related with education in Pakistan. They brought out that online learning is novel content for most of institutes. Moreover, conversion to online education has its possess situations [9]. Additionally, Shehzadi et al., has studied on e-learning in Pakistan [10]. The institutes in Pakistan were not ready emergent conversion to e-learning from in-person without wide preparation and teachers grooming. Thus, the learner and teachers are confronting some situations in e-learning throughout COVID-19 pandemic. Therefore, we have tried to flick possible impacts on education in Pakistan. The HEC suggested to the educational institution rendered with contribute in online education. Nevertheless, at last the educational institution in Pakistan is depending on the methodology of learning institution. Besides, UNESCO has encouraged the higher education to provide them with e-learning supplies [11]. However, without expertise, absence of instruction and information technology assistance effect on e-learning. Deficiency of thoroughly instructing has been distinguished as a major roadblock in enforcing online education system [12]. Across all institutes in Pakistan, the teaching system during lockdown is not same. The sharing of contents through various electronic platforms such as WhatsApp and Zoom software. Some universities, institutes and schools franchises have good e-learning system. The teachers with training for e-learning judgment and are incognizant of the schemes to integrate quiz test etc on e-learning in order to keep student busy. COVID-19 badly effects on

the education major drawback are: In Online classes, the adoption rate is around 50-60% whereas in the classroom the adoption was around 80-90%. Online classes affect the eyes of the students due to long hours in front of the blue screen. Further, there are no exams; students are being given marks by the internals. This may impact their career in the future. We think during lock-down there is no quality production.

3. CONCLUSION

Educational institutes, guides, and higher education commission in the Pakistan and in the developing countries should try to apply the antagonist of COVID-19 into an chance to formulate online learning system. Online learning has been started but it has still problems including network, attendance and focus. This pandemic is a world misfortune, so let us learn lessons and be better ready for the future.

DISCLAIMER

The products used for this research are commonly and predominantly use products in our area of research and country. There is absolutely no conflict of interest between the authors and producers of the products because we do not intend to use these products as an avenue for any litigation but for the advancement of knowledge. Also, the research was not funded by the producing company rather it was funded by personal efforts of the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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Peer-review history:

The peer review history for this paper can be accessed here:
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