

Covid-19, and the Educational System of Pakistan

An Assessment

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Abstract

This research regarding the impacts of Covid-19 on education sector of Pakistan analyses the situation resulted in the wake of officially declared pandemic by the World Health Organization. Like most of the countries, Pakistan faced serious repercussions in this regard; trade, industry, health and tourism have badly affected; however, unbearable loss to the education sector has almost shaken the country. This paper strives to highlight that how every sector especially education in Pakistan has been severely paralyzed by activities related to the coronavirus. Yet every possible effort has been made by the authorities to prevent the disruption of education by using online system of classes with the use of various apps including Zoom, Microsoft Team and WhatsApp etc. The adoption of Learning Management System (LMS), use of hybrid classroom and broadcast on television have been new ideas to be adopted in the wake of this pandemic. This research pinpoints that how a developing country like Pakistan, generally appears to face a challenge due to non-availability of valid tool, system and skill that caused damage to the education system of the country. Main objective of the study is to analyse the challenges, worries and impacts of transition process from formal to digital education. This research has focussed on the impacts of this pandemic on education sector, which has already been facing lack of basic infrastructure including trained teaching staff and modern equipment for tangible results.

Keywords: Pakistan, Corona Virus, Education, Online Learning, Teachers Training

Introduction

Year 2020 proved a time when almost entire world suddenly faces an unprecedented threat known as “Corona virus”. This world has seen many bad and fatal epidemics before e. g. black death, Spanish flu etc, but the outbreak of the Corona Virus in the world’s most progressive century is astonishing. In December 2019, it was first diagnosed in the Wuhan city of China, and spread from

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city to city and then to the rest of the world. The virus later forced the world to shut down all educational and business activities (Malik, 2020). Due to its rapidly growing bad affects World Health Organization declared it pandemic and immediately ordered to take precautionary measures against it. As a result, even poor countries had to suspend their business and educational activities for unspecific time. That resulted enormous breaks in the education sector across the globe. Academic activities throughout the world have been severely affected especially in those areas where online system was not so developed. Due to the strong economy, every child there has access to laptop, mobile and internet so there is no problem for children's online learning. On the other developing countries like Pakistan has faced many hurdles with online learning. Along with the fragile economy, there were significant challenges for Pakistan in the fields of education and health. Rising unemployment, on the other hand, pushed the GDP rate from 5.8 % to 0.98% and fiscal deficit also fell up to 10% and there is a risk of further fall (Malika2020). The figures in this regard was alarming, "The pandemic has caused food insecurity as an additional 2.45 million people now suffer from food shortage. Already, one third of Pakistan's population are living below the poverty line while 66% of the population or 145 million people living in poverty require immediate relief" (Ministry of Education, 2020).

Educational and sports activities around the world were suspended to prevent the growing effects of the Corona Virus to save innocent children from the epidemic. Like most of the underdeveloped countries education is mere a dream for most of the children in Pakistan; about 300,000 schools were closed due to pandemic. According to the World Bank, the poverty rate in Pakistan has reached a very high level of 79% (Ministry of education, a 2020). However, an estimated 930,000 out of the 22 million that are already missing school in Pakistan are being pushed to dropout by the Pandemic" (Ministry of education, b 2020).

Like other social evils poverty in Pakistan has risen to such an extent that after a six-month suspension of educational activities, nearly one million children have not yet gone to school. Corona Virus is causing a decline in employment, poverty as well as education. At the same time women's education is under serious threat. Due to the lack of internet, laptops and mobiles, millions of students were deprived of online teaching, the negative effect of which can be seen in their lack

of mental and physical abilities. Due to global sanctions, Pakistan also had to take a lockdown to prevent the spread of the Corona Virus. February 26, 2020 was a dark day in the history of Pakistan when two cases of Corona Virus were reported, three more cases diagnosed during the week and then the number began to increase. However on 15 March, 2020 all schools, colleges and universities were closed indefinitely and sudden closure of educational institutional hit the academic activities of urban and rural students. Although the government broadcasted programs on PTV and radio but on the other growing poverty and lack of TV, mobiles, laptops and internet, online learning was just like a dream. Power shortage and unavailability of broadband internet connection were once again a headache for those students who had access to desktop and mobile phones. The prices of electronic gadgets have become a major challenge for poor families.

Theory and Method of Study

The study is basically of qualitative in nature that required data has been composed through content analysis including both descriptive and analytical study of the issue. By looking into the nature of the study, it mainly relates to analytical process comprised on the contents, critiques and remedies proposed by different authors, researchers and scholars. In this regard both primary and secondary sources of information with references have been be utilized when and where it was needed. In primary sources interviews, questionnaire along with observation have been used whereas secondary sources including research papers, books, articles published in newspapers and magazines have been used to validate the arguments for an operative investigation. During this study the problem of collateral damage to the academic life of the society has been discussed partially in the light of attachment theory along with economic factors mainly as revealed in the “Economic Interpretation of History”. The attachment theory is basically a psychological theory which uses to analyse the formation and commotion of bonds transversely the life-span from an evolutionary viewpoint. In addition to academic loss, psychological disorders such as anxiety, depression and post-traumatic stress have caused more damage to the Pakistani society.

Impact on Economy

Education and the economy have a strong relationship because a strong economy provides technology-rich education. COVID-19 shook the world's strongest and most stable economies, as well as the education sector. The outbreak of the epidemic in Pakistan has caused untold damage to the economy and the education sector, to prevent further damage from the epidemic, the government immediately imposed a nationwide lockdown on 24th March, 2020. The lockdown has had a devastating effect on the lower middle class and the poor, daily wages labourers, workers and drivers faced difficult condition, on the other educational institutions were closed for a long but indefinite time. Almost 40% people working in private companies lost their jobs in the months from April to August. Food inflation which was 4% in 2018 rose up to 9.6% in 2020 due to Corona Virus. Due to Shutdown of businesses, markets and developmental activities, thousands of Pakistanis abroad also returned home after finding employment (Muhammad, 2020). "In the summer of 2020, close to 54% household reported a sharp decrease in earning, manifesting elevated poverty and hunger across the country" (Pakistan Telecommunication Authority, 2020).

The government launched Ehsas Emergency Cash Financial Relief Program on April first, 2020, to help those in need and almost 144 billion rupees were distributed among the 112 million families. In June, the government divulged an Economic Retrieval Strategy of 1.2 trillion rupees to help the declining economy. State Bank of Pakistan also cut interest rates to 225 basis points to avoid cash flow problems. ON September 15, 2020 physical education and business activities finally resumed with SOPs strictly observed. In November 2020, the second wave of Corona Virus once again closed education but business activities continued under Smart Lockdown. The third wave of Corona Virus came in March 2021, resulting in 20% more Corona Patients and deaths. Not just in Pakistan, but in every country of the world, all three waves of Corona Virus caused great financial and economic damage (PTAA, 2020).

"The pandemic COVID-19 has affected 220 territories, regions and countries and resulted in more than 174.116 million infectious deaths. 3.75 million and 157 million positive cases fully recovered from this infectious

disease. Pakistan economy reported GDP negative growth 0.05 for the first time over the last 60 years in 2020” (PTAb, 2020).

Poor health care system on the one hand and unstable economy on the other have posed many challenges for Pakistan, which will take a lot of time to recover. Nearly five million people have lost their jobs due to the temporary closure and reopening of factories and industries. Though smart lockdown has helped stem the spread of the virus, it has also led to a significant increase in unemployment and negatively impacted people’s quality of life. The government implemented a complete and smart lockdown from March to June 2020, which resulted in no real growth in GDP and a negative 2.0% growth rate in 2020. Pakistan also faced some stages of financial mislaid such as declining claim, shortage of raw materials, disruption in trade, transport and cancellations of export orders. Corona Virus has had a devastating effect on the Pakistani economy, with the worst and most devastating effects on educational institutions, in addition, the intellectual and mental abilities of Pakistani children were severely reduced.

Educational Challenges for Students

An estimated 50 million schools in Pakistan have been closed due to the Corona Virus, it was the first time for children to try to fill the gap in education through online education. Attempt to launch mobile, laptop in all public and private schools and colleges, but in the beginning, the biggest problem was the availability of smart phones and stable internet. There was almost no internet supply in the remote areas of FATA, Balochistan and GB.

“Pakistan Telecommunication Authority estimated in cities home broadband is very costly and penetration of smart phones is 51% and regular access to digital devices and bandwidth is in the hands of one million children only” (Dawn, 2020).

An estimated brought into notice during Corona Virus, that online learning has been carried out mostly by private schools, while in government institutions there was no e-learning; their students were only connected with PTV special transmission. From April 13, 2020, online classes from grade 1 to 12 are being telecasted on PTV on every day except Sunday (Shahzad, 2020). It was a successful

experience of e-learning but due to load shedding most of the students could not take complete lessons. Federal Education Minister also expressed the possibility of opening the Radio School. Access to Television, radio and internet among household could be observed through this data.

Table 1: Asset ownership in Pakistan

	Percentage of households that have asset					Richest 20
	Across all groups	Poorest 20	20-40 40-60	60-80		
Any remote learning technology	63%	15%	45%	74%	90%	98%
Television	62%	15%	45%	73%	88%	96%
Computer	15%	50%	3%	7%	15%	56%
Internet	12%	0%	0%	2%	9%	50%
Radio	8%	7%	10%	8%	6%	8%
Internet and Computer	8%	0%	0%	1%	4%	40%

Source: *Learning Losses in Pakistan Due to Covid-19 School Closures: A Technical Note on Simulation Results*, World Bank Report, October 2020.

It is the best benefit of Radio school that it does not required internet dependency but there is also problem of not being able to pause or rewind the program. Prime Minister announced a “Student Relief Package” in which cheap internet packages and easy duties on smart phones were ensured for students. However, due to poor economic condition most of the parents could not buy these devices for their children. In addition to this, insufficient mobile space frustrated most of the parents. Yet many applications including Tele school and *Taaleem Gar* etc strived to save the future of nearly 39.6 million students of the country (United nation, 2020). Still most of the parents were worried on the closure of academic institutions and the biggest advantage was the cancellation of Board and University Exams.

“According to the report of UNESCO, 87% student across the globe has faced school and university closure. 1.5 billion Learners all over the world could not attend the academic activities because of the steps taken to reduce or stop the spread and loss from the Corona Virus” (United Nations, 2020).

In the light of the Pakistan National Education Response and Resilience Plan (K-12) report:

“The continued closure of education institutions means the loss of learning for children that will further widen the gap between the expected years of schooling and learning adjusted years of schooling and will potentially increase dropout rates and therefore the number of out of school children. The crisis has the potential to further increase educational disparities as a result of the spill over effects of an economic recession, due to COVID-19, which will magnify the existing rural-urban, gender, and socio-economic divide with the potential to increase the prevalence of child labour both in the short and long run. There is a great risk of children being pulled out of education due to the increased need for child labour, or to assist their parents in work and at homes. Geographically, rural areas and urban slums are high-risk areas with more than 70% of current enrolment and large pockets of already out of school children not enrolled in any educational institution. Similarly, girls are already less likely to be enrolled in school than boys. In crisis situations, girls are twice as likely to be out of school and face greater barriers to continuing their education. The situation calls for a comprehensive approach for continuity of learning, mitigating the spill over effects of an economic recession and safeguarding an already weak education system” (Express Tribune, 2020).

Six months from 15 March to 15 September 2020, were severely confused for learners, it not only created uncertainty about broad exams. In point of fact constant usage of internet devices, staring of screen and wearing of headphones for a long time remained a painful experience leading to anxiety and depression

etc. Similarly, lack of physical activities including sports etc is also causing depression and poor mental health.

Challenges of E-Learning

In Pakistan about 76.38% million population are using internet out of 220 million, it means it makes up 35% of the total population and 17% of them use social media, this clearly shows that a very small part of the population is using the internet. In a country where more than half of the population is unfamiliar with the internet so online learning was the most challenging task. It is quite noticing that with three students and one Smartphone, how is it possible for all three to take their online classes on the same mobile phone through the same app at the same time? And from this point bad psychic imprints and lack in endurance were seen among children. It is also very difficult for an average and poor family to buy separate laptops and mobile phones for all the children. Many challenges for students from poor families have hampered the delivery of education. PTV transmission and radio school for government school children, while e-learning courses of AIOU and Virtual Universities for bachelors and PHD level were smart initiatives but they also had a lot of flaws because a lot of lessons were lost due to lack of power shortage (Jeeva, 2020). These lessons were not repeated and sometimes the pace of the lessons was so fast that it was difficult for the student to hear and take notes at the same time. Private schools and colleges on the other hand continued online learning with its students through Zoom, Google Classroom and Teams and WhatsApp groups have also created for each class to improve e-learning process with the kids. Teachers were not technically trained it resulted a huge decrease in coordination between and teachers.

“To strengthened blended distance and online learning, there is a need to provide more awareness and accessibility to MOOC, Courses and EDx. Though online learning in Pakistan is at nascent stage but it needs further investment to create more adoption and overcome limitations” (Akram, 2020).

Due to COVID-19 students, teachers and educators first time made a link with distance education, in which many more problems were faced by the students especially lack of internet, computers and mobile phones, lack of equipment like

microphones and headphones, sound problems and connection problem to the live lessons/classes. There were also some technical issues like file upload problems, system log-in problems and video problems. There was a lack of communication from instructor and teacher, online method of explaining natural science subjects were too unsatisfactory, teacher's knowledge, skills and attitude were not up to the online learning standards. No sufficient feedback from teachers and students side were observed, online learning was basically one way driving in which there were many hurdles with no positive output.

Exam Marking Strategies

Changing trends from centuries old classrooms to technological based online learning was a new experience for the entire world, but marking strategies were severely affected by COVID-19 on large scale. Different strategies were used by different countries for accessing and evaluating the learner's abilities and level. After taking a deep consideration, developed countries like Norway decided that all 10th-grade students will be granted a high-school degree. Similarly in Britain all exams were postponed for public qualifications (The News, 2020). It means that European Countries left no stone unturned. The situation in Pakistan was quite opposite because sometimes the exams were cancelled and sometimes re-dated. In schools, children up to eighth grade passed without examination. While at university and college level traditional exams were replaced with online assessment gadgets (The Newsa, 2020). Though that was not acceptable by either teachers or learners, and graph of errors during assessment was larger than normal. The career of graduates ruthlessly affected by the Corona Virus but academic performance of average students was badly affected due to the non-availability of regular assessment tools.

Google forms commonly known as Google Online Quiz succeeded to check the ideas of learners, it was basically multiple-choice quiz so brainstorming of children tested through it. Other than that, no other marking source was available in the first six months of Corona Virus. Majority of youngsters had strange opinions like "We will be upgraded, so what is the use of studying?" This condition occurred frequently in those families where parents were not well aware of the disadvantages of being away from education. A lot of dropouts in online learning resulted due to this fact.

“In addition to learning disadvantages, the economic impact on households likely to widen inequalities in academic achievement. Experimental evidence shows that children from the poorest families are much likely to complete basic education as well as lower secondary and in Pakistan, this distribution is more than 50%” (BBC Report, 2020).

The education commission seemed fail to present podium where pupils could enter their grievances about e-learning and online classes so they could be better solved in the future. Many universities in the world took “Open Book Exam” and students completed their written exams using the internet and books. One of the advantages of Open Book Paper is that it allows students to think critically, but the disadvantage is that they can also copy and paste answers in the exams through books and internet. Matriculation and FA board exams cancelled in Pakistan and children promoted to the next class, even below average students also awarded with new level, so the huge gap between brilliant children and average level students was gone (BBCa, 2020).

Overall Impact on Education

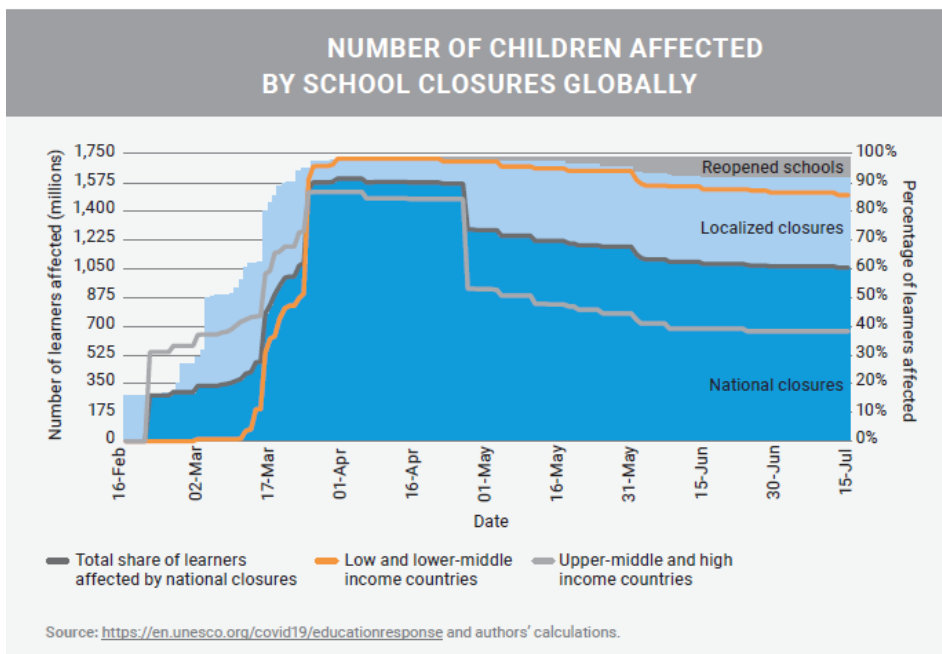
Devastating impacts of COVID-19 on the education sector have been observed throughout the world. It is expected that due to corona world's economy would see an inflation of about 8.5 trillion dollars for the next two years. 34 million people from all over the globe have fallen into the mire of extreme poverty. Of all the sectors in the world, the one that suffered the most by Corona Virus is education system. E-classes had commenced in private institutions whereas students of government school were limited with online classes aired on state television. Parents required from the private institutions that school fee be halved or waived but on the other school administration was of the view that they also have to pay their administrative staff and teachers. During the first wave of COVID-19, the government announced that private schools would not charge 20% of the fees, but it was not implemented in most of the institutions (World Bank Report, 2020).

In the light of UNESCO announcement on June 28th, 2020 it has been decided for closure of educational institutions including schools and colleges across the world due to which more than 1 billion students were badly affected. Only few nations

decided not to close the institutions due to Virus especially Switzerland, Sweden, Ireland and Greenland (United Nations Report). According to recent research, more than 46, 803, 407 students are directly and indirectly affected by Corona Virus in Pakistan. Different strategies were adopted by different institutions; some stopped physical teaching whereas some moved through online classes which were although considered a perfect solution in the short run but not for all stakeholders. Like other parts of the world in Pakistan too economically deprived classes who used to run their house on daily wage etc. lost their livelihood during continuous lockdown (Ahmed, 2020). The 2017/18 data reveals the students in village schools were dropout of school midway, the financial problems and limited work availability were major factors. In addition to this, it is believed that unlike developed countries, here in Pakistan kids belonging from financially settled families will continue their studies, however, poor families may not be able to continue their education.

“Affected learners in Pakistan stands at 46,803,407 reported figure. It will also increase at pre-primary level are 8,636,383, at secondary of 13,357,618 and at tertiary level of about 1,878,101. However, this is not the first time in Pakistan that schools have been closed, many times schools remained closed at the provincial level due to various circumstances for example ago due to smog that gripped most parts of Pakistan. It is very sad that millions of children in Pakistan are out of schools due to poverty. Pakistan education system is currently going through a very dangerous situation. Pakistan needs to come up with a better policy to deal with all problems. Corona Virus has brought great difficulty in the field of education, now it's time to prepare at all times to formulate a sound policy to meet all the challenges that lie ahead” (United Nations Report).

Education is deeply affected by Corona Virus, but also weak internet has badly hindered the education sector of Pakistan. Its users are increasing in urban areas of the country most problematic challenge is to connect 60% rural generation from old feature phones to android smart phones.



Disadvantaged Students

With the growth of COVID-19, the institute of Education Policy observe the fact that the real disadvantage students are average students and they are one and half year of learning behind other learners. The equity gaps were widely evaluated during the pandemic. The adolescents are the most affected students among others. In the field of education, Pakistan received a large amount of money as a grant to remove the negative effects caused by Corona Virus. Ministry of Education Pakistan increased the level of coordination between federal and provinces and drafted a comprehensive plan in order to safeguard youngsters' protection and education during the COVID-19 (United Nations Report, 2020).

“In May, Pakistan received a US\$20 million GPE grant to strengthen the federal and provincial governments' capacity to respond to and recover from the COVID-19 crisis while building resilience to future threats. While the GPE program targets the entire country, the focus will be on vulnerable children, particularly girls, who live in remote areas with limited access to technology. The implementation of the GPE grant will be facilitated by the World Bank the grant agent which will ensure the

grant is appropriately managed. In conjunction, UNICEF the coordinating agency will coordinate the work of the local education group to ensure harmonized support in addressing the unprecedented challenges caused by COVID-19. The allocation of \$ 140,000 by GPE to UNICEF for system level response has already been instrumental in the development of Pakistan National Education Response and resilience plan for COVID-19 to guide the safe reopening of schools and ensure the continuity of learning” (Falak, 20200).

Almost 11 million students and teachers received GPEs program aid, and key objective of these efforts was to grasp about 19 million students who before COVID-19 were already not going to school (*The Express Tribune*, 2020). This program also provides funding for the development of learning materials and A-V-Aids for kids of, living in countryside of Pakistan. This program is helping Students to receive learning tools, home-based projects, stationery and resources, it could reduce the equity gap and improve the success gap between advantage and disadvantage learners.

Problems in Concentration

Distance and online learning, may confuse the students often causing ambiguity. Staring at computer for hours and watching it carefully caused many diseases and health problems in students including vision problem or headache etc. in addition to this, the children from 3 to 5 years age needs social, emotional attachment and communication with classmates and teachers, that environment is necessary for the young minds cognitive development. Online classes required more time, energy levels and concentration period of students gradually decreased. Similarly management of time often becomes a challenging task for both instructors and learners. It has been widely observed in a report that children from rich and financially settled families spent 30% more time on a daily basis in comparison with poor and financially weak families. When majority of students cannot attend the online classes power problem, they also complained about their inability to realize the situation. In a report it is evaluated, “The transition to online learning was too fast for teachers and students alike. Teachers were also struggling to navigate this newfound territory. Arise has been observed in youngsters facing

mental health condition during quarantine, most of the students were stressed due to exam anxiety and career delays” (Akram, 2020).

Many pandemics have been experienced by the entire world population, but in 1817 Spanish flu engulfed everything and affected millions of people all around the globe. There is currently no research on that time period to describe how it affects people’s mental health? This question is still unresolved, but COVID-19 has had a profound effect on the human’s brain. Corona Virus has totally changed the people’s normal life and daily routines.

Insufficient Teachers Training

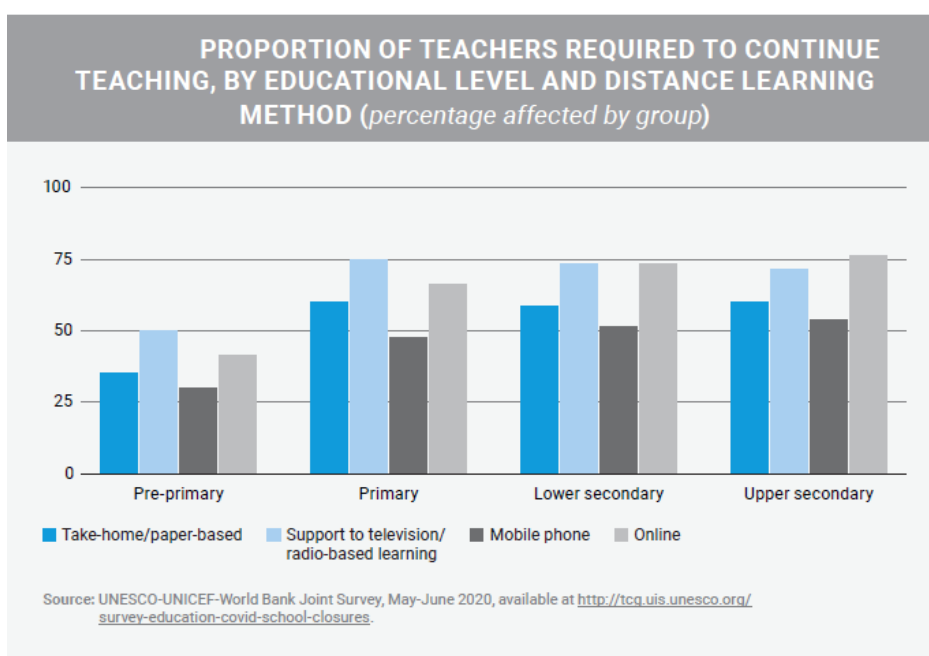
The epidemic has shocked the teaching community around the world who were not only unwilling to accept and support online learning and also were not ready to accept new teaching methodologies. In this period of crises, there is a need to train well and effective teachers. The situation of teachers training in Pakistan is already critical. 43% of school teachers have never been received any official training.

“Conducting teacher and head teacher trainings and orientation sessions for different learning modalities, development of short assignments, assessment methods according to “Distance Learning and Blended Learning Competency Standards and Assessment Framework”, providing school teachers and head teachers with necessary guidance and tools for community outreach (through safe methods) and follow ups including dissemination of learning content and engagement with learners in the community through different methods; this will include peer support groups and/or free call-in numbers (or mobile phone credit) for guidance” (The News).

Like most of the third world countries, Education management in Pakistan is divided into three parallel layers since independence, the public schools, madaris and the private schools. All three have their own syllabus and curriculum. It is widely observed that Private schools try to provide sufficient training to their teachers with modern technologies and taxonomies while madaris basically follow the old traditional methods and teachers who have professional education degrees

can get a job in public schools yet their old impressions sustained. The training is dire need for the three systems of education and very important for positive and immediate learning outcomes. It is deeply observed during COVID-19 that good teachers training is the basic requirement, and it has become necessary for teachers to become acquainted with modern technology (The News).

Teaching workload is increasing at all levels to meet the additional requirements and create a standard process of assessments and examinations; this should involves various options for feeder teachers NCHD's in Government schools partnering with other stakeholders to meet the need of additional teachers such as "Teach for Pakistan."



New Trends in Education

The COVID-19 has been reshaped the teaching learning process and techniques along with health safety of both teacher and students. This unusual catastrophe requires adopting short term strategy but could provide a passage for long term systematic in order to strengthen the entire education system of Pakistan. Launched in May 2010, the American Online Learning Platform with 50 million

students around the world and 57000 instructors. Providing curriculum in more than 56 languages, it is also engaged in spreading knowledge in Pakistan for many years (Malik, 2020). Another American Company Khan Academy offers school and college-level exercises, dashboards for teaching science, computers, math and history; it is also helping to clear the academic concepts of students at home (Malik, 2020). Different technological based learning is emerging on the academic screen of the world, nanotechnology, robotics and metamaterials are changing the shapes of education, research and creative learning.

To meet the crises of COVID-19, Centre for Economic Research in Pakistan (CERP) have launched another digital base for students, it will soon be provided in all over Pakistan.³³ To provide digital education to low resourced areas of Pakistan is very challenging, it seems impossible to have smart phones and laptops in growing poverty. Average household in Pakistan have one smart phone on the other poor families who lives in rural areas and depends on daily wages cannot get access to the digital education. With a tragic poverty rates and inflation, new learning opportunity in Pakistan seems very challenging. Gap between all categories of families is being increased. In order to join education with recent technological smart learning, it has become essential that digital learning should be provided to every school, college and university going students, otherwise 80 percent Pakistani children and youth will not be able to compete with the challenges and requirements of 21st century.

Findings

This study found that, according to the different authentic reports 1 billion schools were affected in different level of schools. Affected learners in Pakistan stands at 46,803,407 reported figures. It will also increase at pre-primary level are 8,636,383, at secondary of 13,357,618 and at tertiary level of about 1,878,101. In resulting of COVID-19 number of students faced challenges in developing countries especially in Pakistan. Like internet issue in rural and urban areas, expenses of computer laptop devices, internet devices, trained teachers toward technology, loss of concentration level, psychological problems with students, time management challenges, teachers are not ready to adopt change, loadshedding issues, (for the student those are taking class from PTV), challenges of modern equipment and methodology to move from traditional to remote teaching,

teaching. Madrasa education faced as they people were not moves to the online classes. Based on the findings this study recommended, Government should take the step to overcome these issues to continue the e-Taaleem, although bit difficult for a developing state but splitting in different phases with available resources is the only salutation in this regard. In addition to this long term strategy is critically needed because the pandemic fallouts will not be over at once but we will have to stay it with irrespective of its intensity.

Conclusion

At the end of this discussion, it is concluded that current wave of Corona virus, which has been first diagnosed in the Wuhan city of China finally compelled the entire World to the closure of economic, social and educations institutions in one way or the other. However, about 188 countries have closed the academic institutions leading to unprecedented situation in the history of educational values. Being developed nations, most of the European, Southeast Asian and American nations shifted their conventional system into already established digital setup, which could be operated from anywhere without formalities of office desk. On the other hand, developing nations including Pakistan has to face a serious challenge to cope with the situation. Non availability of requisite infrastructure became a major reason in this regard. The most important drawback has been faced by the educational institution where the lack of trained staff and non-availability of management system became a major factor. The paper during the course of research has tried to find out these two weaknesses in Pakistani perspective by analysing the current post-corona situation. Unlike developed World, the nature of problem is bit different in most of the Third World countries including Pakistan. They are facing the challenges at almost all levels including primary, secondary and higher levels. Similarly, physical education having a unique place could never be a fine substitute but that was the only solution for connecting with education. Due to poor and economically deprived majority students are unable to use Zoom, Whats App, Google classroom and Microsoft team apps which are necessary for the online structure. played a positive role in spreading education, but it was very difficult for developing country Pakistan that it could base its education on modern basis, inflation and the lack of basic infrastructure is a common occurrence. Public schools children were limited to some specific lessons aired on the state-run PTV Home, but dropout ratio was

staggering almost 80% students from urban and rural areas were away from the academics. As discussed earlier, this epidemic left a devastating effect on the educational system of the country, this was the major and most challenging phase towards the digital learning besides old methods of traditional education.

Although as per official figures, Pakistan has received grant of \$20 million to meet the challenges of education, but exam marking techniques created a huge flaws for the instructors. In addition to this, during the online learning no appropriate device is provided to evaluating the students' abilities. Although some institutions used "Google online quiz and open book exam strategies", but these methods were never compete with the formal examinations in one way or the other. It seems that online classes are keeping the students extremely confused, in spite of having will for learning, number of the students are suffering mental disorders especially anxiety and depression. In addition to this, having three parallel education systems with their different level of accessibility to the digital technology is the biggest hurdle in way to achieve desired goals. To face the challenges of the time Pakistan should focus on the digitalization of education sector, irrespective of their class by providing equal access to the digital technology because the current wave of Corona Virus has taught us a lesson of readiness for the digitalization of our education system with utmost urgency.

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