

HAVOC OF COVID-19 AND WAYS TO NEW NORMAL SITUATION**Ishwor Prasad Neupane**

HOD, Department of Health and Physical Education Mahendra Ratna Campus (T.U) Thachaal-13, Kathmandu
Nepal
ishworneupane64@gmail.com

ABSTRACT

The COVID -19 pandemic effects are observed in each sector of the world. The education sector of Nepal along with the world is badly affected due to this pandemic. The worldwide lockdown has created a very difficult situation in the teaching-learning environment. The education sector has been struggling to survive from the crisis with different approaches and inheriting the challenges to wash away the threat of the COVID – 19. In this article, the positive and negative impacts and ways of the solution have also been mentioned in the case of Nepal.

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities, and colleges. School closures impact not only students, teachers, and families but have far-reaching economic and societal consequences. COVID-19 is a new global pandemic that emerged in the world in December 2019. It has now impacted all people around the globe by infecting around 56 million and taking the lives of one and a half million people. Education is the worst-hit sector due to the pandemic. Most of the schools and colleges around the globe were shut almost for a whole year which stopped billions of children from going to their schools and colleges and were put inside their homes. They lost their opportunity to play games and sharpen their brains by taking part in various curricular and extracurricular activities throughout the year. This has created a huge psychosocial impact among millions of children. Many schools in the world have tried to teach their students online. However, this has not been quite fruitful as many students, especially in the developing countries, don't have access to the internet and it does not permit the children to learn the practical skills face to face. When will society would find a way and cope with the pandemic is still unknown. The education sectors will have to struggle for many years to overcome the impact of the COVID-19 in the education sector. So, it has become the responsibility of the governments, school management, teachers, and the parents to minimize the loss of the impact and carry out the teaching-learning activities again. The different governments should make country-specific plans and implement them for this.

Keywords : *COVID-19, Global Pandemic, Teaching-Learning process, online classes, extracurricular activities.*

INTRODUCTION

The current outbreak of the novel coronavirus SARS-COV-2 (coronavirus diseases 2019; previously 2019-ncov-2), epi-centered in Hubei province of the people's Republic of China, has spread in many other countries. Nepal is also going through the worst scenario in coping with the pandemic. Nepal is located between two highly populated countries i.e. China and India. The open border and frequent movement of people from India is a serious problem for the control of COVID-19. The government of Nepal has formulated different ways of controlling and managing the daily life activities of people. The impacts of COVID-19 are different on educational activities, health services, socio-economic activities in different countries based on their level of development and socio-economic status. After China and European countries had imposed lockdown, Nepal also imposed lockdown after some period in 2020 March 24, and also extended it for several months.

The article reflects the secondary data extracted from various sources. Mainly data and information were collected from various sources which were published by the national and international organizations, agencies,

government reports, NGOs, INGOs which are related to the COVID-19 pandemic. Different types of journals and e-contents materials are the sources of data related to the COVID-19 pandemic in different sectors like the health of people, education, economic condition, and different sectors relating to human beings.

OBJECTIVES

In this research paper, the author tries to find out the Havoc of COVID-19 and its ways of new normal.

1. To analyze the havoc of COVID-19 and its way of new normal.
2. To highlight some positive and negative aspects of this supernova.
3. To identify the way of new normal and managing effective teaching-learning environmental activities in the pandemic situation

This paper uses secondary sources which reviews different journals and its other related publications. This paper covered the various published articles in the situation of emergency period of global pandemic and it also includes the recommendation provided by various organizations.

HAVOC IN THE EDUCATIONAL SECTOR

Education is one of the topmost priorities in any country in the world. UNESCO has given its top priority to ensure compulsory education to every child of the world as their basic human right. Education has been defined as the foundation of human development which is a key to make permanent peace and drive the human community to sustainable development. COVID-19 has brought an unexpected situation to the educational system, with high risks of fragmentation and unraveling as we stand to lose both teachers and students who may not return to schools once the situation normalizes in a way to new normal where everyone will be following safety rules and precautions. COVID 19 pandemic has forced a massive shift away from learning and teaching in a traditional setting with physical intervention. All schools and universities moved towards the blended mode of teaching-learning activities. It encouraged all teachers and students to become more technology savvy. It gives access to large pools of the learner at a time in an efficient manner. It raises the learning management system, improves collaborative work, raises online meetings, and enhanced digital literacy. Likewise, it provided opportunities to induced needy people to learn and use digital instruments and increased familiarity in E-learning. It has enhanced worldwide exposure , better time management, and demand for open and distance learning (ODL) . The above-mentioned views are the positive aspect but the havoc of COVID-19 on education has hampered educational activities like classes have been suspended and exams of different levels have been postponed . The new Admission process got uncertain . Due to continued lockdown and no commitment to open educational institutions full academic year of 2020-21 which is going to further deteriorate the situation of the educational system

THE NEGATIVE IMPACT OF COVID

Due to lockdown in coping with the COVID-19 , its impact is also seen in employment in the country and outside the country likewise, the student who is interested to go abroad for study has also been affected . Due to the closure of schools, the needy students have faced a lack of nutritional facilities. Payment of school and college fees is also one of the negative impacts of the COVID-19 pandemic. During the COVID-19 pandemic, most of the parents have lost their job and there is no source of income .This pandemic has severely affected the economic condition of people and the country as a whole. Likewise, classes have been suspended and exams at the different levels were postponed, admission process got delayed.

Lack of knowledge about online education created a great problem in teaching-learning activities. Responsibility of parents was increased in the pandemic period but only a few parents were able to guide but the

majority of parents may not have teaching tools and techniques and educational level for guiding their children properly. It creates different psycho-social problems in the children.

The students of the developing countries are affected more than the students of the developed World. They have very poor opportunity to get enrolled in online classes due to the lack of Internet facilities and laptops, mobile that are required to conduct online classes. They have to suffer psychosocial problems due to closure of schools and various curricular and extracurricular activities in the schools and beyond. The government has tried to normalize the situation.

However, there is no proper framework on how the education sector can get normal and how the normalization works. We can learn from the Turkish plan to get the new normal situation.

According to the data of the World bank (2020, P.1) the spread of COVID-19 disrupted normal lifestyle, more than 160 countries have mandated to school to be shut down until further notice. Due to the closing of school, leaving more than 1.6 billion children and youths from school. Extension of the school closing may create a lot of problems in the society. To manage the loss of learning, many countries are pursuing the option to cope with these difficulties. Recently the ministry of education has also developed and published new guidelines to facilitate students learning through alternative means. To address the critical learning gap facing children during the COVID-19, a coalition of teachers, education journalists, non-governmental organizations, local governments, and local radio stations have also launched a distance learning radio program called radio schools. More than 100,000 children in grades 1-10 are benefitting across five districts of the country.

Hence, school closures hinder not only children's academic progression, particularly for the youngest, but the lack of nutrition among children might also have irreversible effects on their brain development (UNICEF in October 2020). WHO says that due to COVID-19, children are affected by physical distancing, quarantines and nationwide school closures. Some children and young people are also feeling isolated, anxious, bored and uncertain. They feel fear and grief, over the impact of the virus on their families. According to Nepal's education ministry, at least 8.5 million students are enrolled in primary schools or higher education. Authorities are struggling to come up with plans on how the students can continue their education amid the global pandemic (DW, August 2020). However the Havoc of COVID-19, we have observed some positive and negative impacts on educational sectors in the context of Nepal.

THE POSITIVE IMPACT OF COVID-19.

Despite the closures of the schools and deterioration in teaching-learning activities, some positive aspects have been brought by the situation. People have searched for new ways to combat the pandemic and minimize the impact. The teaching-learning process has tried to resume by the online system, radios, and TVs as well. Various means have been adopted by various countries in their own ways. Nepal has also tried to reaccelerate the teaching-learning process. The SEE is a good example in which the evaluation of the students was carried out by compiling and analyzing their marks in the 10th grade of their schools. Similarly, the teachers have become much familiar with the online process in which they started teaching for their students.

This has given new hope and set a new example on how the students can resume their learning process. As there are several economic classes in the Nepali society, so do the settings of the schools. Schools in the urban areas with sophisticated families have been able to afford the alternative means while the poor communities are far behind in utilizing these technologies. Facilitate Blended learning; COVID-19 accelerated to adopt digital

technologies to provide education in pandemic situations. The teacher and students also tried utilizing this type of digital technology by caring out different training programs as well.

The effect of COVID-19 is huge and panicking for both of the children and parents. It has created great confusion among many as it is uncertain how to proceed in this critical scenario. The spread of COVID-19 sent shockwaves across the globe. In the panicking situation of COVID-19, education is the utmost need for maintaining their teaching-learning environment. It helps the students to spend the time, learning opportunities, maintain good mental health and well-being in the periods to come, and ensure the overall development and progress of the Nepalese educational system. USAID representative indicated that an important reason for the discontinuation of education is the perception of parents and children that education does not guarantee employment afterward. So poverty is the strongest factor influencing drop-out of the students. In that situation, the backward, disadvantaged groups, rural areas, from lower caste and girl children are most likely to be negatively affected by the COVID-19 pandemic.

According to UNESCO reports, more than 1.5 billion students in about 165 countries have been affected by the lockdown of schools and colleges. As a result, schools and colleges, and universities were forced to shift in some way or another to online learning as a replacement for on-site delivery. In the case of Nepal, educational activities are being carried out through online classes from home as far as possible. Both private and public schools tried to shift to online schooling using various platforms like Google classrooms, zoom, Google meet, TV, radio programs, and so on.

None of the countries can go further without a normal education process. To resume the normalization in a new situation of the COVID-19 pandemic, we need to normalize again and carry our activities on.

The normalization plan foresees a “dynamic” application based on how the management of positive cases and the virus is handled in Turkey and other countries (Government of Turkey).

It had developed the new normalization plan in last May which elaborates the detailed framework which can be incorporated in the Nepali education sector as well.

As the pandemic is new to Nepal and the whole world, none of the countries were prepared for this. Nepal should carryover the activities and resume its teaching-learning process by learning from other countries and developing its modality on how the schools can be resumed as most of the children cannot afford the online classes which are not feasible for practical learning either.

Nepal should reopen schools and get the students back into schools so that the children could be saved from various psychological problems as well.

CONCLUSION

The effect of the COVID-19 pandemic on educational development is different according to the socio economic status and the state of countries in development. In the case of Nepal, learning achievement varies according to the public Vs. private schools, school of plain Vs schools of hill and mountains, schools of advantaged communities Vs. Disadvantaged groups and rural and urban areas. The outbreak of COVID-19 has challenged almost all sectors due to its spread at an alarming rate across the world. Especially its impact is high in the educational sector and mental and physical health sectors of the children also. There is no conformed medicine and the vaccine has been in the trial and post-marketing phase. So people try to apply preventive measures such as isolation, manage proper ventilation, hand hygiene, use of surgical masks, eye protection, gloves, and gowns to safeguard themselves from this pandemic.

All sectors related to educations should play their important role in minimizing the havoc of COVID-19 in education and strengthen the positivity it has brought upon our society.

REFERENCE

1. Government of Turkey, May, 2020, New Normalization Plan, <https://www.flandersinvestmentandtrade.com/export/sites/trade/files/attachments/COVID-19%20Normalization%20TURKEY.pdf>
2. Milibari AA(2020) Current Situation of Coronavirus Disease(COVID-2019) Review Article.Health Sci.J.Sp.ISS 1:005
3. Neupane,Ishwor Prasad.(2020).COVID-19 and its impacts in Education in Nepal.Shikshank Journal,15(15),65-71.
4. Chalise HN.COVID-19 situation of NEPAL.Arch psychiatry ment HEALTH. 2020;4:033-034
5. UNICEF, School reopening framework 2020, <https://www.unicef.org/nepal/reports/school-reopening-framework-2020>
6. OECD (2020 , Education Glance2020; OECD indicators, OECD Publishing, PARIS.
7. Chalise HN.COVID-19 Situation Nepal. Arch Psychiatry Mental Health 2020; 4:033-034
8. UNICEF, Child Protection Learning Brief, <https://www.unicef.org/media/83951/file/MHPSS-UNICEF-Learning-brief.pdf>
9. UN paper on Policy Brief: Education during COVID-19 and beyond [file:///C:/Users/adhikarir1/Documents/workfile/Misc/sg_policy_brief_covid-19_and_education_august_2020%20\(1\).pdf](file:///C:/Users/adhikarir1/Documents/workfile/Misc/sg_policy_brief_covid-19_and_education_august_2020%20(1).pdf)
10. https://www.who.int/campaigns/connecting-the-world-to-combat-coronavirus/healthyathome/health-yathome--healthy-parenting?gclid=CjwKCAiAiML-BRAAEiwAuWVgggzfK5dxWQN7os8RWL-O6O3KgIHERMfS5alNv8tCFVCn8u3UTE9gRoC-DYQAvD_BwE
11. DR.pravat Kumar Jena .2020, “Impact of pandemic COVID-19 on education in INDIA “ International Journal of current research ,12(07) , 1258-12586.s
12. Lee J, June, 2020, mental health effects of school closures during COVID-19, Reflections, <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930109-7>
13. Ghosh R ., Chatterjee S, Dubey M. J. and Dubey S, July, 2020, Impact of COVID-19 on children Specific focus on psychosocial aspect [file:///C:/Users/adhikarir1/Downloads/38covid_childrenMinervaPediatr%20\(1\).pdf](file:///C:/Users/adhikarir1/Downloads/38covid_childrenMinervaPediatr%20(1).pdf)
14. Government of Pakistan's guideline published on September, 3rd, 2020,