

NAME : BILAL JAVED

SAPID :70082852

Corona virus

## INTRODUCTION:

Since 1920, several important epidemics in human history have been documented including smallpox, cholera, plague, dengue, AIDS, influenza, severe acute respiratory syndrome (SARS), West Nile disease and tuberculosis. Influenza pandemics are unpredictable but persistent outbreaks that can have a large impact on the environment and social surroundings. In the final months of 2019, a deadly pandemic suddenly emerged in the Wuhan area of China and quickly spread across China and other parts of the world named corona virus. The name "coronavirus" is derived from Latin corona, meaning "crown" or "wreath", itself a borrowing from Greek κορώνη korōnē, "garland, wreath.

COVID-19 stands for corona virus illness and is also known as the 2019 novel corona virus or '2019-nCoV' Bender (2020) and the World Health Organization (WHO) adopted the name "COVID19" for corona virus disease and is also known as the 2019 novel corona virus or '2019-nCoV' 2019.

Similarly, a close report on the appearance of this virus from the local Huanan South China Seafood Market in Wuhan, Hubei Province, China, has been prepared (Zhu, et al., 2020). This virus was discovered in individuals who had a history of lower respiratory tract pneumonia.

This viral illness compelled the countries' populations to remain at home until absolutely necessary. This caused a significant halt in educational activity in practically all countries. The pupils were told to use ICT and finish their education online. resources available at home Although it was unclear to what degree internet services would be useful, Schoolchildren, who were unable to access them, were likely to fall behind academically. in comparison to other pupils It was also assumed that the level of learning of youngsters would improve. impacted by the number of internet-enabled gadgets that may be available in their households, given that their parents or siblings will be present.

With 76.38 million internet users, Pakistan is ranked 10th in the world (data portal, 2020). However, virtual teaching and learning proved to be a significant difficulty for both teachers and students. In view of the global concerns, Pakistan has been designated as one of the COVID-19 target countries.

In Pakistan, 1st case of COVID was diagnosed in the month of February 2020 and in the beginning of march over 300,000 educational institutes including schools, colleges and universities

had been closed so that the children and students could be protected from the inflammation (Mehreen Zahra-Malik, 2020). Only leading schools were able to make digital connection with students to maintain their learning through multiple applications. But majority of the students all

over Pakistan were unable to continue their learning practice through smart phones or internet. It

was statistically calculated that 22.8 million over 70 million are non-schoolers. Umbreen Arif, an educational advisor in central of Pakistan anticipated that due to this closure 50 million students

in different institutes are at risk of falling behind in education. Moreover, according to Pakistan Telecommunications Authority (Pta gov, 2020) only one million school going children have regular access to the digital devices or bandwidth. Although, public sector launched just two weeks

after schools were closed on 13th April. This channel was operated by state-owned PTV House and

about 54 million people were their viewers. It broadcasted programming for grades 1-12 without

any charge from four Pakistani ed-tech organizations i.e. SABAQ, Orenda Project, Knowledge Platform and Sabaq Foundation (Yousafzai, 2020). Additionally, a text message system with 250,000 users was added at the end of May to enable parents and students to communicate with

devoted teachers (Malik, 2020).

"Definition of Coronavirus by Merriam-Webster". Merriam-Webster. Archived from the original on 2020-03-23. Retrieved 2020-03-24.

International Journal of Distance Education and E- Learning (IJDEEL) Volume VI- Issue I (December 2020)

HISTORICAL BACKGROUND :\_

The earliest reports of a coronavirus infection in animals occurred in the late 1920s, when an acute respiratory infection of domesticated chickens emerged in North America.

In 1931, Arthur Schalk and M.C. Hawn published the first complete report on a novel respiratory illness of chickens in North Dakota. Infection of newborn chicks was characterised by gasping and listlessness, with death rates of 40–90%.

Human coronaviruses were discovered in the 1960s. In the United Kingdom and the United States, two alternative approaches are used. In 1961, E.C. Kendall, Malcolm Bynoe, and David Tyrrell of the British Medical Research Council's Common Cold Unit discovered the B814 common cold virus. The virus could not be grown using ordinary procedures that have previously successfully grown rhinoviruses, adenoviruses, and other common cold viruses. Tyrrell and Bynoe successfully cultured the new virus in 1965 by serially passing it through human embryonic trachea organ culture. Bertil Hoorn brought the novel cultivation method to the lab. When intranasally implanted into volunteers, the isolated virus induced a cold and was inactivated by ether, indicating that it contained a lipid envelope.

The new IBV-like cold viruses were quickly discovered to be morphologically linked to the mouse hepatitis virus. Because of its unusual morphology, this new category of viruses was termed coronaviruses. Human coronavirus 229E and human coronavirus OC43 were investigated further in the following decades. The coronavirus strain B814 has been eradicated. It is unknown which human coronavirus was present. SARS-CoV in 2003, HCoV NL63 in 2003, HCoV HKU1 in 2004, MERS-CoV in 2013, and SARS-CoV-2 in 2019 were among the other human coronaviruses discovered. Since the 1960s, a considerable number of animal coronaviruses have been found.

Zhu N, Zhang D, Wang W, Li X, Yang B, Song J, et al. (February 2020). "A Novel Coronavirus from Patients with Pneumonia in China, 2019". The New England Journal of Medicine. 382 (8): 727–733. doi:10.1056/NEJMoa2001017. PMC 7092803. PMID 31978945.

Kahn JS, McIntosh K (November 2005). "History and recent advances in coronavirus discovery". The Pediatric Infectious Disease Journal. 24 (11 Suppl): S223–7, discussion S226. doi:10.1097/01.inf.0000188166.17324.60. PMID 16378050.

Mahase E (April 2020). "The BMJ in 1965". BMJ. 369: m1547. doi:10.1136/bmj.m1547. PMID 32299810.

### **LAWS FOR COVID 19 :-**

- Establishment of counterpart setups at provincial level

linked with National Emergency Operation Cell with defined TORs.

- Constitution of a Technical Working Group (TWG) with defined TORs.

- Regular/frequent meetings of national and provincial teams and TWG to monitor and update progress.
- SAPM Health to head the apex committee with all Chief Secretaries to be part of it and will meet on alternate days using video conferencing.
- NIH to implement and issue Sitrep/situation reports on COVID- 19 emergency to all concerned daily. Committee nominated by SAPM Health to update and issue the COVID-19 NAP to all concerned.
- Federal and all provincial Governments to devise oversight mechanism incorporating experts/ administrative machinery, nomination of focal points and share the oversight plan.
- Briefing session of Parliamentarians be conducted during next session of the National Assembly by representative, detailed by M/o NHR&C. Same may also be followed at provincial levels I respective Provincial Assemblies. Interactive session with Media personals be SAPM of information and SAPM of Health.
- All parliamentarians are requested to actively spearhead the awareness campaign in their respective constituencies through community engagement to help educate masses against corona virus
- Rapid assessment of the current capacity at the health desk at three airports.
- Ensure health information card on arrival.
- Support strengthening thermal screening at the PoEs (3 international airports for all flights from China - Islamabad,

Lahore and Karachi. All persons who fulfill 'suspected' case definition to complete questionnaire and follow up.

- Screening questionnaire must be utilized.
- Training of CHE staff on screening, data collection and data management.
- Develop / adapt contingency plans and operational SOPs for screening points.
- Sharing daily PoE data with Epidemiological hub at NIH
- SOPs for referral of suspected cases to designated hospitals and follow up.
- Frequent training of the PoE staff for early detection and management of suspected COVID-2019.
- Availability of ambulances and trained Rapid Response Teams (RRTs) for suspected cases from POE to designated hospitals.
- Conduct simulation exercise at POE
- Guidelines/SOPs developed for international flights inbound to Pakistan in wake of COVID-2019 (Annexure-N)
- Outward travel be controlled - Zaeer in – KSA, Iran, Iraq (MoRA, MoFA, MoI)
- Stringent health screening mechanism at Airports (MoH, Provincial Governments)
- Change in mechanism of screening – Temperature checking before docking / inside aircraft (MoH, CAA)
- Enhancement of number in Health officials and medical equipment at Airports; additional requirement - 215 (MoH, Provincial Government)

- Institution of oversight mechanism (LEAs)
- Provincial Governments to assist in health screening
- Ministry of Food security and Research to present National

Food Security Plan to Federal Government at the earliest.

All provinces to prepare respective Provincial Food Security

Plans ensuring availability of sufficient stockpiles of basic

food provisions at provincial level and etc

### **CONCLUSION:-**

The COVID-19 epidemic has impacted kids all throughout the world, not only in Pakistan. Online learning platforms are currently in use all around the world, and students' perceptions may range from person to person and depending on their place of residency. This study examines Pakistani students' attitudes about online learning, and it can be stated that students in Pakistan face several challenges in the context of e-classes. Online classes have proven unproductive for the majority of students, owing to their discomfort with studying in solitude and our country's numerous connectivity challenges, which present a significant barrier while attending online classes. However, these findings are consistent with those of recent research, with a few exceptions due to cultural and societal variances. The study focuses not only on students' perceptions of learning, but also on their perceptions of parental and guardian assistance in the context of learning monitoring. It has also been discovered via research that not just students, but also instructors and the entire educational system, are affected. This study offered a lot of interesting data that might be utilised for subsequent research, but it could have yielded more authentic and generalizable results if it was undertaken on a bigger scale, with diverse fields and institutions throughout Pakistan.

More thorough study may have resulted in more detailed replies to our questions, stressing the perspectives of children, parents, and instructors.

Education has been the pillar of every nation's progress; hence, its preservation is of utmost importance to the growth and progress of all nations. It increases the competitiveness and efficiency of individuals and thereby creates a professional population capable of moving the country towards sustainable economic growth (Khan & Mahmood, 1997). This was researched that

educational institutions in Pakistan have faced a variety of difficulties in teaching/learning, Facilities and Services, Recruitment of Teachers / Recruitment of Students, Institutional

Organization, Parental Participation and Political Pressure resulting from rapid technical breakthroughs, growing demand, rising need for consistency, diffusion of expertise, competition, evolving nature of funding systems and globalization (Asaari, 2012; Mansoor & Akhtar, 2015).

While dealing with the multiple problems, the pandemic of Coronavirus also affected the educational system of Pakistan. This wave of virus contributed to the school closure and schools,

colleges, universities all educational institutes shut down for the protection of students.

#### RECOMMENDATION:-

It was discovered that the COVID epidemic had a detrimental impact on students' learning and formed a negative view of e-learning sessions. However, various efforts and procedures might be implemented to improve the online learning setting. This might be accomplished by future research that establishes new goals for online learning, such as how technology and education can be successfully combined. Steps might be done to assist students offline and encourage them to learn on their own. Parents and guardians should also be informed. In this ongoing epidemic, parents should keep an eye on their children and encourage them to study more. Research might be conducted to determine how school and home learning can be connected to make online learning more convenient for pupils.

In this difficult time, students, teachers, and parents should all be instructed on how to utilise internet platforms effectively. This study will not only assist educational institutions in acquiring a student's perspective, but it would also assist policymakers in developing a better long-term educational strategy to address the issues encountered by educational institutions in Pakistan. More research studies must be conducted, and the influence of the pandemic on the educational system must be documented. There is also a high need for educational services. institutions to enhance instructional activities and make them more responsive to students' learning requirements outside of regular classrooms Similarly, including environmental and health courses into the curriculum is another option for avoiding future difficulties, and there is a need to enhance sustainable sanitation standards and make students aware of social challenges at all levels of school.

Furthermore, the COVID-19 pandemic has caused school closures throughout the world, implying that environmental cleanliness in schools should be a top priority in the future to prevent the transmission and breakout of dangerous diseases. Students should be provided with health care resources that will enable them to follow processes prior to appropriate cleanliness, and this will create a school culture.

In conclusion, Educational institutions must strengthen their medical and student support services, as well as maintain constant oversight. Clinical conduct enforcement should take place both within and outside of the school.

## **REFERENCES:-**

Wallinga J, Teunis P, Kretzschmar M. (2006) Using data on social contacts to estimate age-specific

transmission parameters for respiratory- spread infectious agents. Am J Epidemiol; 164: 936–44.

WHO. WHO Director-General's opening remarks at the Mission briefing on COVID-19. 2020.

<https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-mission-briefing-on-covid-19> (accessed March 12, 2020).

Wickramasinghe, N. C., Steele, E. J., Gorczynski, R. M., Temple, R., Tokoro, G., Wallis, D. H., & Klyce, B. (2020). Growing Evidence against Global Infection- Driven by Person-to-Person Transfer of COVID-19. Virol Curr Res, 4(1)

Wu, Z., & McGoogan, J. M. (2020). Characteristics of and important lessons from the coronavirus

disease 2019 (COVID-19) outbreak in China: summary of a report of 72 314 cases from the Chinese Center for Disease Control and Prevention. JAMA.

<https://doi.org/10.1001/jama.2020.2648>

Zhou, L., Wu, S., Zhou, M., & Li, F. (2020). 'School's Out, But Class' On', The Largest Online Education in the World Today: Taking China's Practical Exploration During The COVID19 Epidemic Prevention and Control As an Example. SSRN Electronic Journal.

Zu, Z. Y., Jiang, M. D., Xu, P. P., Chen, W., Ni, Q. Q., Lu, G. M., & Zhang, L. J. (2020).

Coronavirus disease 2019 (COVID-19): A perspective from China. Radiology, 200490.

<https://doi.org/10.1148/radiol.2020200490>

Machado L. S. et al. (2019). Parent in science: The impact of parenthood on the scientific career in Brazil, Proceedings of the 2nd International Workshop on Gender Equality in Software Engineering, pp. 37–40.

Mansoor, Z. and Akhtar, R.N. (2015), The paradigm shift: leadership challenges in the public



sector schools in Pakistan, *Journal of Education and Practice*, 6 (19), 203-211.

MehreenZahra-Malik, 2020 <https://www.bbc.com/worklife/article/20200713-the-coronaviruseffect-on-pakistans-digital-divide>

Mukhtar, K., Javed, K., Arooj, M., &Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4).

Owusu-Fordjour, C., Koomson, C. K., & Hanson, D. (2020). The impact of Covid-19 on learningthe perspective of the Ghanaian student. *European Journal of Education Studies*.

Sahu, P. (2020). Closure of universities due to Coronavirus Disease 2019 (COVID-19): impact on education and mental health of students and academic staff. *Cureus*, 12(4).

Sekaran, U. (2003). Towards a guide for novice research on research methodology: Review and proposed methods. *Journal of Cases of Information Technology*, 8(4), 24-35.

Sheldon, S. B. and J.L. Epstein. (2005). "Involvement counts: Family and community partnerships

and mathematics achievement." *The Journal of Educational Research*, 98(4): 196–206.