

The anticipation of Increases dropout rate of school students after Corona pandemic: A case study in Gopalganj.

Aysha Siddika

*Lecturer, Department of Public Administration,
Bangabandhu Sheikh Mujibur Rahman Science & Technology University, Gopalganj-8100, Bangladesh.*

MD. Mehedi Hasan Sakil

Food Inspector, Mollahat Upazila, Bagerhat, Bangladesh.

T. N. Sonia Azad

*Lecturer, Department of Public Administration,
Bangabandhu Sheikh Mujibur Rahman Science & Technology University, Gopalganj-8100, Bangladesh.*

ABSTRACT

Nobody knows or undefined how long the corona pandemic could continue. The breaks in schooling due to Covid-19, will not quick term, but also have extended significances. Mostly the government has on track to broadcast around class lectures over television. But to obtain better results the digital services, especially the internet, need to cover the entire country. Virtual classes could be organized through personal mobiles, tablets, and Others. Going to school is the supreme way to acquire knowledge and skills. The consequences of closing down for extended period is not good at all. The student could be mentally and physically collapsed. The shutdown of school is intended for cause a foremost interval in students learning. The effect of closings school on student's success are obviously negative. After returning schools their grade or score could be lesser than the previous year, some student could drop out. Student labour is increasing as school ending during corona pandemic. Temporary school ending is alarming their health and mental. Even when classes resume, few parents can't able to manage to send their child to school. As a result, more children could be forced into unequal and harmful jobs. Gender discriminations may raise more acute, with girls particularly vulnerable to exploitation in agriculture and domestic work. That's why school students are involve in many economic works and may dropout from school after corona. Nowadays, student education and assessments are stirring towards online education. All educational institution takes assignment from all classes to recover and maintain student study. School authority and parents can play a vital character to take responsible to help students for their study in corona pandemic.

KEY WORD: corona, dropout, school student, education.

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I. INTRODUCTION AND BACKGROUND OF THE STUDY:

The Corona pandemic has been affected educational institution worldwide, top to the near-all ends of school, colleges and universities. Nearly all governments about the world decided to have temporarily closed education sector with a view to reduce the spread of corona virus. As of 30 September 2020, approximately 1.077 billion students are currently affected due to school closings in response to the corona pandemic. School closings effect not only students, teachers, and families but also have across-the-board of economic and social consequences. Corona pandemic is measured as a significant issue for increases dropout rate of school students. So, the main problem is anticipated that increased dropout rate after corona pandemic and take proper initiatives to decrease the dropout rate of school students. School authority and parents can play a vital character to take responsible to help students for their study in corona pandemic. All of the people can support them to carry on their study and other financial support It is practical that financial supports are not just used as soapboxes; it is the chief instruments for bring back them and involve them in study after corona. School student are now affliction from mentally depressed due to closure of school. They have no interest about study and sitting lazy at home. Some are going to play all day; some are going to gossip with friends. They spend most of time outside of home.

School ends appear effective in reducing cases and deaths, mostly when enacted on time. In

Bangladesh, effectively reduced the spread of affected through school closing during Corona pandemic. School ends in many cities of Bangladesh have found to successfully decreased the number of affected students at the highest of affected rate. It will anticipate that after corona pandemic dropout rate of school students will be increased.

1.1 Statement of problem:

During COVID-19 pandemic, more children may shove into child labour in developing countries. In Bangladesh, more school students involve economic work to maintain their family. Because in corona pandemic, their family condition is not well off. In corona pandemic poor people becomes more poorer and not maintain their family. Many parents are get married their girls and sons are starting to go to work for support their family. Many students could not run their study for this situation and it seem to be that they drop out from their school after corona pandemic. So, after corona pandemic it can be anticipate that increases dropout rate students. That is the main problem in this paper.

1.2 Significance of the Study:

Corona virus is measured as a key issue for increases dropout rate of school students. So first, find out the main problem and take proper initiatives to reduce the dropout rate of school students. School authority, management committee, parents can take responsible to help students for their study in corona pandemic. All of the people can help to give them money, and other financial support to carry on their study. It is observed that financial supports are not just used as soapboxes; it is the chief instruments for bring back and involve them in study. The most noticeable purpose of this study is to scrutinize the dropout rate of the school students in corona situation.

The school authority, which includes administrative oversight and take care of all matters. The school management committees deal with all matters referred to them by the school authority from time to time. In pandemic situation, parent roles are most important and they play a significant role to continue study for their child. To increase participation of online class, parents should be conscious about this. For why, this study is more significant.

1.3 Objective of the Study:

This study tries to explore the dropout rate of school students during and after corona pandemic. The major objectives in this paper are:

- To find out how and why dropout rate of school students occurred.
- To observe that which reasons for why school student involve work.
- To look at the main reasons for involving them in economic work.
- To find out the challenges regarding this issue.

The study also intends to explore the factors of dropout school students during corona pandemic.

1.5 Problems of the Study:

A successful conclusion of a research is a difficult task and there is hardly any research can be conduct without facing any difficulties or problems. The current study has also faced some problems. These problems are mentioned below:

Firstly, corona pandemic has been affected first time in Bangladesh. So, it is not possible to overcome it immediately.

Secondly, sample area is only one and does not give a complete picture.

Thirdly, time, source and manpower are always twinge the researchers.

Fourthly, some of the information from the respondents was confidential, and they were not interested in giving information acute in some cases.

In the above circumstance the increasing dropout rate of school student is a road block in Bangladesh. To notice the reasons for why school student dropout from school and what factors affect them to do.

II. LITERATURE REVIEW:

According to ILO & UNICEF, the corona pandemic may shove millions more children into child labour in developing countries (11 June 2020). More student risk being strapped into child labour through the corona disaster, which could lead to the first rise in child labour after 20 years of progress. Already many students may be working extended hours or under deteriorating conditions. More of them may be enforced into the worst forms of labour, which grounds significant harm to their health and study. Social safety is vibrant in times of corona disaster, as it provides assistance to those who are most helpless. By means of, poverty increases, schools ending and the accessibility of social facilities decreases, more children are strapped into the workforce. As per

we re-imagine the world post-Corona, we want to make sure that student have the access to go to school and continue to the future.

Vulnerable population groups – such as those working in the informal economy and migrant workers – will suffer most from economic downturn, increased informality and unemployment, the general fall in living standards, health shocks and insufficient social protection systems, among other pressures. They would not continue their study. Evidence is gradually mounting that student labour is rising as schools close during the pandemic. Temporary school closures are currently affecting more than 1 billion learners in over 130 countries. Even when classes restart, some parents may no longer be able to afford to send their children to school. As a result, more children could be forced into exploitative and hazardous jobs. Gender inequalities may grow more acute, with girls particularly vulnerable to exploitation in agriculture and domestic work. That's why school students are involve in many economic works and may dropout from school.

ILO and UNICEF are developing a simulation model to look at the impact of COVID-19 on child labour globally. New global estimates on child labour will be released in 2021. According to a UNICEF monitoring report, 186 countries are currently implementing nationwide closures and eight are implementing local closures, impacting about 98.5 percent of the world's student population.

According to Bangladesh Development Research Center (BDRC), there are 51.3 million children (ages 0-14 years) living in Bangladesh, of whom 24.9 million are girls and 26.4 million are boys. Fifteen million children live in city slums in Bangladesh, while on average 500,000 to 2 million children sleep on streets in the country.

2.2 Corona timeline:

- **26 January:** China was the first country which instituted measures to contain the COVID-19 outbreak including extending the Spring Festival holiday and became the first to close all universities and schools around the country.
- **4 March:** UNESCO released the first global numbers on school closures and affected students on 3 March. It reported that 22 countries on three continents had enacted preventive measures including the temporary closure of schools and universities, impacting 290.5 million students around the world. In reaction, UNESCO called on countries to support affected students and families and facilitate large-scale inclusive distance learning programmes.
- **5 March:** The majority of learners affected by COVID-19 emergency measures were located in China, with 233 million learners affected, followed by Japan at 16.5 million and Iran at 14.5 million.
- **10 March:** One in five students worldwide was "staying away from school due to the COVID-19 crisis" while another one in four was barred from higher education institutions according to UNESCO.
- **13-16 March:** National governments in 49 countries announced or implemented school closures on 13 March, including 39 countries which closed schools nationwide and 22 countries with localised school closures. By 16 March, this figure increased to 73 countries according to UNESCO.
- **17 March:** Bangladesh has declared closed to all educational institution.

2.3 Analytical Framework:

Increases dropout rate of school students depends on many factors. In this study few indicators will be chosen to measure the dropout rate of school students. The indicators are on the following:

- Time spends for study
- Parents roles and responsibility
- Working hour of students
- Unawareness and inactive of the school authority

2.4 Variables:

It is shown through Dependent and Independent variables on the following.

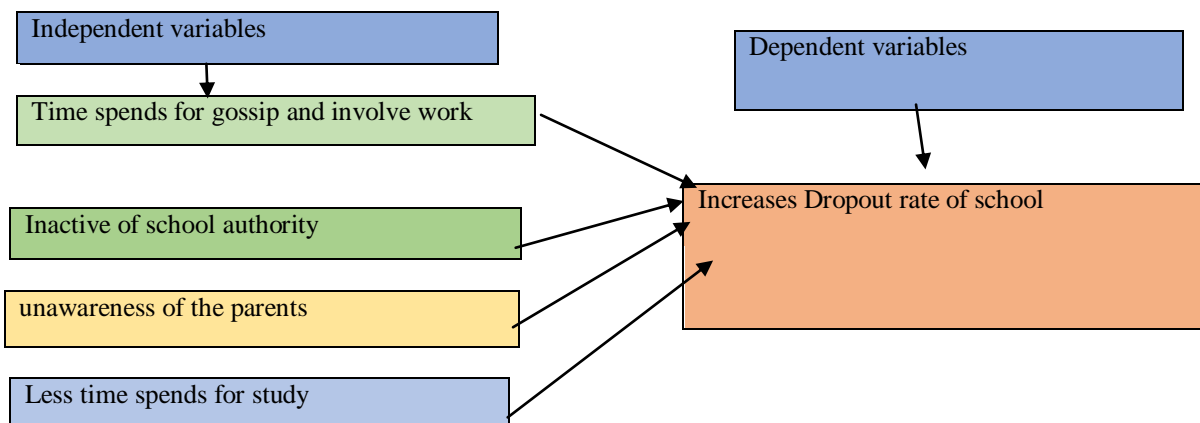


Figure 1.1: Relation between Dependent and Independent Variables.

2.5 Hypotheses:

Hypotheses link a theoretical causal chain and are used to assessment the way and strength of a relationship between variables. In this study, some hypotheses are formulated to assess the dropout rate of school students. The following hypotheses may be implicit in this paper:

1. If parents are followed properly, then it will increase the dropout rate of school students.
2. If school students are involved in work then it will increase the dropout rate of school students.
3. If school students are not reading properly and less time spend in study then it will increase the dropout rate of school students.
4. Awareness of school authority and parent responsibility is one of the important factors which can reduce the dropout rate and bring back them.

2.6 Research Design and Method of Data Collection:

Research plan is a detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instrument will be used, how instrument will be used and proposed means for analyzing data collect. It includes:

2.6.1 Study Area:

A specific research area is compulsory for conducting the research. In this study, Gopalganj sadar, Upazila was selected as research area which was located in Gopalganj district. To collect data from school students, school authority and student parents of the area.

2.6.2 Sample Selection:

In this study the main unit of analysis is the dropout rate of school students after corona situation. 100 respondents (both male & female respondents) were selected as sample from this Upazila by using purposing sampling method. Their interview would be conducted through face-to-face interview.

2.6.3 Method of Data Collection:

Data has been collected from two sources. The preliminary data was collected by face-to-face interview schedule from the respondent by structured interview schedule which has been developed by using each open-ended & close-ended question. The answer of the respondents has been written down 8 on the interview schedule just after getting the response. For collection of evidences, document, many case studies, various books, journals, e-books, articles, government & other websites, newspapers, reports and official documents etc. has been conducted and reviewed in the selected Upazila.

2.6.3.1 Primary Source:

Primary data source was collected the field of the selected Upazila by conducting interview.

2.6.3.2 Secondary Source:

Secondary data source was collected from various books, journals, e-books, articles, government & other websites, newspapers, reports, and official documents etc.

2.7 Number of the Respondents: Following are the numbers of respondents:

Item	Number
School students	50
School authority and management committee member	10
Parents	35
Local people	05
Total	100

Table: 1.1 Number of the respondent.

2.8 Data Processing & Analysis:

This is an exploratory study where social survey methods would be used for collecting data and analyze. For deeper understanding qualitative approach would be deployed. For creating the research more relevant and for obtaining a real view of the study, non-participant observation technique has also been used. In this study qualitative method for analyzing the collected data.

III. THEORETICAL AND CONCEPTUAL FRAMEWORK:

Coronavirus:

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Previously, this disease was denoted to as '2019 novel coronavirus' or '2019-nCoV.' Although for most people COVID-19 causes only mild illness, it can make some people very ill. More rarely, the disease can be fatal. Older people, and those with pre- existing medical conditions (such as high blood pressure, heart problems or diabetes) appear to be more helpless. Coronaviruses mainly target epithelial cells. They are transmitted from one host to another host, depending on the coronavirus species, by either an aerosol, fomite, or fecal-oral route. Coronaviruses vary significantly in risk factor. Some can kill more than 30% of those infected, Coronaviruses can cause colds with major symptoms, such as fever, and a sore throat from swollen adenoids. Coronaviruses can cause pneumonia (either direct viral pneumonia or secondary bacterial pneumonia) and bronchitis (either direct viral bronchitis or secondary bacterial bronchitis).

Some people are more ready get very sick from coronavirus. This includes people with health problems, such as asthma, diabetes, or a weak immune system, and adults age 65 or older. Babies younger than 12 months old might become sicker from coronavirus than older kids.

3.2 Impact of Coronavirus on Education:

From primary schools to PhD programs, all students across the world are facing the altering effects of coronavirus as teaching space move online and transferred technology based. Both students and teachers have been hampered with the task of adapting to an online learning environment apparently overnight. Additionally, many parents have been enforced to take on the role of IT technician, teacher, and babysitter as children remain struck at home. Although the unambiguous consequences of corona have thrown both families and the education industry for a loop, the sudden switch to digital learning has brought with it a few valuable lessons. In fact, the future of education has been transformed to not only lodge online classrooms, but embrace a digital education. The impact on academic integrity has been observed around the world. A rise in contract cheating and academic file-sharing, and exam cheating were identified as particularly problematic.

3.3 COVID-19 extends gap between Bangladesh's rural and urban students:

Bangladesh presently has an estimated 21.6 million students enrolled in its basic and primary schools, another 13 million in secondary schools and 4 million studying at universities and colleges. According to the Ministry of Education, 76% of Bangladesh's secondary schools are located in rural areas. It declares coarsely 60% of primary school children attend government-run schools, which are mostly in rural areas as well. Rural schools lack infrastructure including digital equipment, qualified teachers and hygiene facilities. this has hindered online schooling efforts in the country.

On the other hand, Bangladesh's private schools, have been quick to accept online learning methods in the stir of the lockdown, offering lectures delivered via social media platforms like WhatsApp, Facebook and YouTube. While wealthy urban children can continue their schooling online during the coronavirus pandemic, lack of means and infrastructure have left the rural poor student without access to education.

Mostly located in urban areas, these schools are attended by the country's wealthier classes. Not only are the schools better equipped and prepared, students are also more likely to have access to required technologies at home, with parents who are usually computer literate.

Meanwhile, the Bangladeshi government has asked state-owned radio and television stations to broadcast live and recorded lectures in an effort to address the disruption of schooling due to the pandemic. Teachers are also giving students course-related advice via mobile phone. While government efforts to reach students seem to have been successful in regard to urban areas, poor internet connections and a lack of digital devices continue to deny many rural students access to such programs.

Universities have also started delivering lectures via online platforms like Zoom but there, too, lack of technical infrastructure has been a hurdle for some students. In a recent study, Bangladesh Rural Advancement Committee (BRAC), an NGO, found that 54% of Bangladesh's rural households lacked internet access, while 59% did not have access to smartphones. In addition to limited infrastructure, people living in rural areas.

IV. FINDINGS:

This section discusses the main findings of the report. It also includes the analysis of factors of dropout rate of school in field data on the basis of the Hypothesis by using qualitative method. **4.1.1 Role of school authority:**

School authority should take some initiative to continue student study. That's why they give assignment all classes in recent. They should monitor it properly.

Case study 1:

Gopalganj Sadar Zila School and college Principal said: "It does not seem that the school will open very soon. We took some initiatives since the school was closed in March."
(Interview 2020)

4.1.2 Online class is lecture based:

Students are studying online from time to time, but they do not recognize because it is not collaborative and joint, and Online class is lecture based; So student have not the chance to ask questions. Then there is slow internet network which often interrupts in the middle of the lecture.

Case study 2:

In Gopalganj, Touhidul Islam, resident of sadar in Gopalganj and the father of class 8 student said: "There is no discipline among the children right now. While studying at home, they have become lazy. Children are studying online from time to time, but they do not understand because it is not interactive, he said. "Online class is lecture based; children do not have the opportunity to ask questions."
(Interview 2020)

4.1.3 Parents role and responsible:

However, parents from the town areas want schools to remain closed until the situation becomes fully normal whereas parents from the village areas opined that schools should reopen now. So, collect one town guardian and one village guardian opinion. This are below.

Case study 3:

Fahad Hossain, a guardian from Sadar upazila, said: "I don't want to send my children to school now. It would be better if the school authorities take some initiative to take the examinations in an alternative way."
(Interview 2020)

Case study 4:

Khadija begum, a guardian, said: "Children's mental stability has deteriorated significantly during the lockdown. It would be better for the children if the government reopens schools."
(Interview 2020)

Parents have anticipated reopening schools for a few days as a trial period. Parents have demanded the authorities to take some steps to ensure students can participate in the examinations at schools or find another option. Students generally listen to the teachers more than they listen to their guardian's when it comes to studies. Now, by reason of the pandemic, they are learning from home but not listening to the parents the way they listen to the teachers. Teachers and guardians are in tremendous uncertainty over the future of education of the student, as all the school or educational institution were closed due to Covid-19.

4.1.4 Student's activity:

Students are woe in terms of studies with no physical school to go, due to the consequence of the Covid-19 pandemic. Students are becoming used to waking up late, irregular studying, playing all day, not

eating on time, and remaining busy with TV and mobile phones most of the time, which is causing worry among the parents. Most schools have been closed since late March, when Bangladesh went into lockdown to encompass the epidemic of the coronavirus.

Case study 5:

Rita moni, a student of class 8, said that, she wants to go to school because she is bored at home. She spends time to watch TV and playing badminton with her friends.

(Interview 2020)

However, the parents said that surviving with good health during Covid-19 is the main priority this year, therefore, the education of their children is less important now.

Case study 6:

Sathi Akter spends maximum of her time with friends in playground. Normally, she would be in school and doing homework but now, her mother says, "My daughter has lost attention in studying since her school closed. "She wakes up late and plays all days."(Interview 2020)

4.1.5 Economic crisis:

In corona pandemic poor people cannot live well off. So they are involving their child in many economic work except studying. They are not providing online class equipment their child.

Case study 7:

Farida Akter, parents of class 9 students says, "My husband's income went down in recent months due the coronavirus pandemic. It has triggered a great deal of sorrow in our lives for buying a smartphone and data.

(Interview 2020)

4.1.6 dropout number of students may increase:

Students from village areas are not studying at all since the schools closed. It may increase the number of dropouts. Many parents are marrying off their daughters. Boys are starting to go to work for support their family.

Case study 8:

Miraj Hossain, a school teacher, said: "Students are not studying at all since the schools closed. This may increase the number of dropouts. Several parents are marrying off their daughters. Schoolboys are starting to go to work." "Nobody in the village areas is following the health safety guidelines anyways. So it would be better if we opened up schools,"

(Interview 2020)

4.1.7 Time spend for study:

Student has not sit reading properly. Students regularly pay attention to lessons when school was opened, but now as they are sitting idle at home, no regular studies are going on. However, Online classes are ongoing and student cannot actively participate.

Case study 9:

Firoza Akhter Himi, a mother of an SSC student said: "My daughter was supposed to sit for her exams a long time ago, but due to the pandemic, it was stuck and now we have no idea when it will take place." Students usually pay attention to studies when these kinds of exams take place, but now they are inactive at home, no regular studies are going on.

(Interview 2020)

4.1.8 student appearances mentally depressed:

School student are now woe from mentally depressed due to closure of school. They have no interest about study and sitting idle at home. Some are going to play; some are going to gossip with friends. They spend most of time outside of home.

Case study 10:

Amir Hossain, a resident of Gopalganj said: "The student are now suffering from depression. The daily lives of the student have deteriorated due to the closure of the schools. Student have lost interest in studying, exceptions their bathing, eating and drinking.

(Interview 2020)

4.2 The effect of coronavirus on child education:

The Covid-19 has affected the global educational systems leading to the shutting down of many educational institutions. In Bangladesh, all educational institutions have been closed since March 17. As a result of Corona virus, at least 35,78,384 pre- primaries, 3,82,54,584 primary and 34,16,679 junior secondary school students are

currently out of school. The countrywide ending of school has radically affected all types of students. Formal education furthest often takes place through schooling and there are three phases of child education in Bangladesh namely pre-primary, primary and junior school.

4.2.1 Students enrolled in pre-primary education

In Bangladesh, schooling starts before registration in primary education (Grade1 to Grade5) as children usually start going to school by the age of 4 or 5. According to a report published by Bangladesh Bureau of Educational Information and Statistics (BANBEIS) in 2018, a total of 35,78,384 children were joined in pre-primary education from 25 categories of institutions.

4.2.2 Students enrolled in primary education

In Bangladesh, normally, primary education starts by the age 6 although some children get registered earlier. As per BANBEIS 2018, 3,82,54,584 students get registered in primary education (Grade1-5) from 25 types of organizations.

4.2.3 Students enrolled in junior school education:

Junior secondary education includes the students of Grade-6 to Grade-8. The number of junior secondary students were 34,16,679 (BANBEIS 2018).

Drop-out was dominant in every score, the rates were higher in grade 2, 3 and 4. However, the Net Enrolment Rate (NER) in primary and junior secondary education have been growing during the past decade (BANBEIS 2018). The interruption of schooling due to Corona, can cause the dropout rate to rise.

4.3 School students to be automatically promoted during Covid-19situation:

All school students will be promoted automatically to the next class, without examinations, during the novel coronavirus situation in Bangladesh. However, the examinations, especially Primary Education Completion (PEC), Junior School Certificate (JSC) and its equivalent examinations, will be held, on a limited scale, if the education ministry and primary and mass education ministry can reopen educational institutions before December. But it could not possible for anticipation of increases corona virus in winter. Actually, everything depends on the pandemic situation.

There are about four crore students with almost 30 lakh teachers and employees in 13,00,000 primary and 30,000 secondary schools across the country. All educational institutions have remained closed since March 17. The government started exposure recorded classes on Sangsad Television and radio. However, a good number of students do not have access to such distance learning facilities as many households do not have televisions.

In recent, the Education ministry and Primary and Mass Education ministry can give a recommendation to take assignment from all school students.

4.4.1 Impacts and possible solutions

Parents have many things to consider — their needs around work, education, and childcare; the benefits of in-school learning; and their family's health and safety. Middle school students might be well able to handle distance learning. Find out what safety precautions should be taken:

- **Cleaning and disinfecting.** Schools students should follow advice from the Centers for Disease Control and Prevention (CDC) for cleaning and disinfecting public areas. Surfaces that get touched a lot (such as bathroom handles and knobs, keyboards, and doorknobs) should be cleaned as possible but at least daily.
- **Health screenings and monitoring.** Schools student may check symptoms of coronavirus each day. Students, teachers, or school staff should stay home if they are sick. They should not go outside if they have had close contact with someone with COVID-19.
- **Face coverings.** All adults should wear masks or cloth face coverings, as should middle school and high school students.
- **Hand washing.** Students and staff should wash their hands with soap and water well and often. They also can use hand sanitizer if water is not available.
- **Social distancing** (also called physical distancing). Adults and students should stay 6 feet apart whenever possible. Students wear cloth face coverings will help prevent the spread of coronavirus.
- **Other ways to lower risk.** Schools across the country are figuring out creative ways to reduce the spread of germs.

Schools that follow these practices can lower the chances of COVID-19 spreading among students and staff. In case of an outbreak, schools should have a plan ready that includes full-time distance learning at home.

4.4.2 The Major Challenges of Online Learning:

While the transition to online learning, students and educators were met with a number of unprecedented obstacles that made shift more intricate than originally thought.

➤ **Technical Difficulties**

Whether it's unstable wifi or a confusing interface, technology plays a huge role in online learning. Then, many teachers and students find it quite difficult to adjust to learning and teaching from the limits of a computer screen.

➤ **Disrupted Schedules**

For younger students especially, keeping a consistent schedule is extremely important for maintaining discipline and motivation. The sudden termination of in-person classes has made it much more challenging for students to properly manage their time and remain productive throughout the day.

➤ **Substantial Delays**

Due to the closure of schools, many students suddenly had no idea when or how classes would resume. During this time, teachers and administrators were understandably ill prepared as to establish an online platform that could deliver the same quality of education as before.

➤ **Struggling Parents**

It's no surreptitious that most parents aren't exactly delighted to fill the role of teacher especially those who are trying to work from home. Moving to online learning has put parents in a precarious situation as many have struggled to manage their professional and domestic responsibilities. This has placed extra stress on families and become a financial burden to some.

4.4.3 Evolving Opportunities for the Education sector:

While the abrupt overhaul in learning styles has come with its fair share of obstacles, it's also be able to open a new door to new opportunities. In fact, the crucial demand for digital learning has been a driving factor for provided that more educational resources to students as corona virus usually a new wave of digital transformation.

1. Free Online Courses

Although students have lost the one-on-one learning experience offered in the classroom, several online learning platforms are seeking to help students finish strongly by offering free online courses.

2. Remote Teaching/Learning

Thanks to message and collaboration platform, such as Zoom and Microsoft learning has been made available to students all over the world. Remote teaching has 20 allowed online learning to commence and provide students with the opportunity to ask questions and interact with one another as they would in the classroom. Even though distant learning during a pandemic can be a challenge for many students, it makes the continuation of education possible from the safety of home.

3. Reaching students via social media:

Before social distancing, many students would receive assignments and updates directly from their teacher. However, given the recent changes, communication has been a point of likelihood as both students' and teachers' emails are overflowing. Social media platforms have played a crucial role in broadcasting news about the spread of corona virus.

4. Unique Learning Experience

Online learning is an excellent opportunity to introduce students to technology that they wouldn't have otherwise experienced. Children of all ages are getting a chance to become familiarized with video chat and its many features. Students are also learning valuable lessons of internet safety, digital literacy and time management. The many new responsibilities will likely be a formative experience for younger generations and their relationship with technology.

5. More Online Classes

Before the spread of corona virus, many school, colleges and universities had limited online course options. Still, given the condition and lack of another options, schools around the world have initiated offering more online courses than ever before.

This year's educational institution experience has been quite out of the ordinary. The sudden global pandemic has pushed nearly every industry to adjust, with the education industry being no exception. We've seen a move towards technology that will likely reform our relationship and support on communication platforms, especially if some schools remain closed in the fall. Students around the world have been terrified for a loop, trying to not only adapt to the digital classroom but outshine in an online environment. Although the shift of online class was a bumpy one, both students and teachers have shown a great extent of elasticity and perseverance as the education system steers the new normal together.

To mitigate the Covid-19 disruption, "distance education" module could be a model for both the public and private sector. Although corona virus is a challenging issue, some students who have access to modern

technology and are able to use it. But most of the children will be affected due to no access to educational technology and unable to use it. Even if all families have access, the effect of technology will still be uneven.

V. CONCLUSION:

The coronavirus pandemic continues to change, so it's important to be flexible. Follow your school's decisions and be ready to make adjustments. Knowing what to expect and how to keep your child safe will help you lower your family's risk of coronavirus. It is very much uncertain how long the Covid-19 could continue. The interruptions in education due to Covid-19, will not just a short term, but also have long consequences. Primarily the government has started to broadcast some class lectures through television. But to obtain better results the digital facilities, especially the internet, need to cover the whole country. Virtual classes could be arranged through personal tablets, mobiles. Classes through radio can also be an option as almost every mobile device has access to radio. The mobile operators could be requested to improve their internet connectivity even to the most remote area of the country. The companies should also be requested to reduce the price of the data plans, if not forever at least for now. Unless the cost of accessibility decreases and quality of accessibility increases all over the country, the gap in education quality, and thus socioeconomic equality will be further exacerbated. The number of children, youth and adults not attending schools or universities because of COVID-19 is soaring. Governments all around the world have closed educational institutions in an attempt to contain the global pandemic. During the COVID-19 outbreak, IIEP is dedicated to providing educational planners, policy-makers, and all education actors with relevant material and resources to address this crisis.

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