

# **SOCIAL EFFECTS OF COVID-19 ON THE PRIMARY STUDENT IN BASISAHAR MUNICIPALITY WARD NO-8**

**A Thesis**

**Submitted to the Central Department of Sociology  
Tribhuvan University, Kirtipur, Kathmandu, Nepal**

**In Partial Fulfillment of the Requirement for**

**The Degree of Master of Arts**

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**November, 2021**

## DECLARATION

I hereby declare that this dissertation entitled “**Social Effects of Covid-19 on the Primary Student in Basisahar Municipality Ward no-8**” submitted to Central Department of Sociology, Tribhuvan University is entirely my original work prepared under the guidance and supervision of my supervisor. I have made due acknowledgements to all ideas and information borrowed from different sources in the course of preparing this thesis. The result of this thesis has not been presented or submitted anywhere else for the award of any degree or for any other purposes. I assure that no part of the content of this thesis has been published in any form before.

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**CENTRAL DEPARTMENT OF SOCIOLOGY**  
**KIRTIPUR, KATHMANDU**

**LETTER OF RECOMMENDATION**

This Dissertation entitled “**Social Effects of Covid-19 on the Primary Student in Basisahar Municipality Ward no-8**” has been prepared by **Sandesh Adhikari** under my supervision and guidance. I, therefore, recommended this dissertation to Evaluation Committee for its final approval.

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Date: 24<sup>th</sup> March. 2021

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**LETTER OF APPROVAL**

This Dissertation entitled “**Social Effect of Covid-19 on the Primary Student in Basisahar Municipality Ward no-8**” has been prepared by **Sandesh Adhikari** for the Requirements of Degree of Masters of Arts in Sociology.

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## ABBREVIATIONS

CBS	Central bureau of statistics
CMR	Child mortality rate
DHS	Demographic Health survey
GO	Government organization
ICPD	International conferences on population development
NGO	Non-government organization
NPC	National planning commission
NPHC	National population and housing census
POA	Plan of action
PRB	Population reference bureau
SPSS	Statistical package for social science
TU	Tribhuvan University
UK	United Kingdom
UN	United Nations
UNFPA	United Nations Population Fund Activities
US	United States
WHO	World Health Organization

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Coronaviruses are named for the spikes that protrude from their surfaces, resembling a crown or the sun's corona. They can infect both animals and people, and can cause illnesses of the respiratory tract. At least four types of Coronaviruses cause very mild infections every year, like the common cold. Most people get infected with one or more of these viruses at some point in their lives. Another coronavirus that circulated in China in 2003 caused a more dangerous condition known as Severe Acute Respiratory Syndrome, or SARS. The virus was contained after it had sicked 8,098 people and killed 774. Middle East Respiratory Syndrome, or MERS, first reported in Saudi Arabia in 2012, is also caused by a coronavirus. The new virus has been named SARS-CoV-2. The disease it causes is called Covid-19.

In the pandemic period government of Nepal announced the lock down to the whole country. All people are socked and the life style became complex. The lock down period all transportation, educational institute, shopping complex, offices was closed. All people was worried and very much afraid about new diseases covid-19. This is new virus people had no idea about caring factor precautions and treatment. Students are mostly affected to the corona virus. College students was started to self-study and join the online classes but primary students can't do this because of many problems. In my research area this area is semi urban but there are no well internet facilities. Basisahar municipality ward no 8 is the cluster there are 6 school (private and government) and 1046 primary students are admitted in the academic year 2020. Teacher's had no idea how to conduct on line classes. Students have no smart phone or computer and not proper internet facilities. In this condition parents do not afford to buy a laptop all parents are spending their time with suffering economic crisis. The primary students who are admitted first time class 1 these students are mostly affected. They have no idea they need to proper care. The condition is very miserable so that it's very new and immersing issue for the society. It's very important to find out the students condition and how they are affected from covid-19. To find out the school role, duty how they try to protect their students. How they fulfill their responsibilities

in the pandemic period. And what's the actual problem of students are faced in lock down period.

### **Students Categories**

<b>Position</b>	<b>Class</b>	<b>Age group tentative</b>
Kinder garden	play group to u kg	Up to 4 years
Pre-primary	1class to 3 class	5years to 7 years
Primary	3class to 5 class	7 years to 9 years
Lower secondary	6 class to 7 class	10 years to 11 years
Secondary	8 class to 10 class	12 years to 14
Higher secondary	11 class to 12 class	15 years to 16
University	Bachelor above	18 years old

Recent records are as following 1072522650 Total cases in the world 2355339 confirmed deaths 223 Country territories. In Nepal are 272557 Total cases of corona virus 2054 deaths 268796recovery.(Moh 2021 feb9th daily update)

It is hard to accurately assess the lethality of a new virus. It appears to be less often fatal than the coronaviruses that caused SARS or MERS, but significantly more so than the seasonal flu. The fatality rate was over 2 percent, in one study. But government scientists have estimated that the real figure could be below 1 percent, roughly the rate occurring in a severe flu season. About 5 percent of the patients who were hospitalized in China had critical illnesses. Children seem less likely to be infected with the new coronavirus, while middle Men are more likely to die from an infection compared to women, possibly because they produce weaker immune responses and have higher rates of tobacco consumption, Type 2 diabetes and high blood pressure than women, which may increase the risk of complications following an infection.

“This is a pattern we’ve seen with many viral infections of the respiratory tract — men can have worse outcomes,” said Sabra Klein, a scientist who studies sex differences in viral infections and vaccination responses at the Johns Hopkins Bloomberg School of Public Health. Middle-aged and adult are suffering from covid-19.

Experts believe that an infected animal may have first transmitted the virus to humans at a market that sold live fish, animals and birds in Wuhan. The market was later shut down and disinfected, making it nearly impossible to investigate which animal may have been the exact origin.

Bats are considered a possible source, because they have evolved to coexist with many viruses, and they were found to be the starting point for SARS. It is also possible that bats transmitted the virus to an intermediate animal, such as pangolins, which are consumed as a delicacy in parts of China, and may have then passed on the virus to humans. The outbreak grew because of human-to-human transmission. People infected most respiratory droplets fall to the ground within a few feet. People who are in close contact with those infected, particularly family members and health care workers, may catch the virus this way. Scientists don't know how long the new coronavirus can live on surfaces, and preliminary research suggests that hot and humid environments may not slow down the pathogen's spread. Warm weather does tend to inhibit influenza and milder coronaviruses. Infected people may be able to pass on the new coronavirus even if they have few obvious symptoms, a study in Germany has found. That's "bad news," said Dr. William Schaffer, an expert in infectious diseases at Vanderbilt University Medical Center in Nashville. When people don't know they are infected, "they're up and about, going to work or the gym or to religious services, and breathing on or near other people," he said. Still, a report by the World Health Organization suggests that asymptomatic cases are rare. With the virus produce tiny respiratory droplets when they breathe, talk, cough or sneeze, allowing the virus to travel through the air.

Once a coronavirus infection is confirmed, the treatment is mainly supportive, making sure the patient is getting enough oxygen, managing his or her fever and using a ventilator to push air into the lungs if necessary, said Dr. Julie Vaishampayan, chairwoman of the public health committee at the Infectious Diseases Society of America. Patients with mild cases are told to rest and drink plenty of fluids "while the immune system does its job and heals itself," she said. Most people with mild infections recover in about two weeks. More than half of those who have been infected globally have already recovered. There is a diagnostic test that can determine if you are infected. It was developed by the Centers for Disease Control and

Prevention, based on genetic information about the virus provided by the Chinese authorities. In early February, the C.D.C. sent diagnostic test kits to 200 state laboratories, but some of the kits were flawed and recalled. Now other laboratories are making their own tests. Other countries are using test kits manufactured locally or sent out by the W.H.O. the C.D.C. announced that anyone who wanted to be tested could, if a doctor approves the request. Private companies, such as Lab Corp and Quest Diagnostics, are also rushing to provide tests at various labs across the country, but the supply has yet to meet public demand. Many patients complain that they still cannot get tested.

A number of drugs are currently being tested as potential treatments, including an antiviral medication called remdesivir, which appears to be effective in animals and was used to treat the first American patient in Washington State. The National Institutes of Health is testing the drug on infected patient in a clinical trial in Nebraska. The drug's maker, Gilead, has also begun trials at various sites in Asia.

A coronavirus vaccine is still months away — and perhaps years. While new technology, advancements in genomics and improved global coordination have allowed researchers to act quickly, vaccine development remains an expensive and risky process.

After the SARS outbreak in 2003, it took researchers about 20 months to get a vaccine ready for human trials. (The vaccine was never needed, because the disease was eventually contained.)

By the time of the Zika outbreak in 2015, researchers had brought the vaccine development timeline down to six months.

Now, they hope that work from past outbreaks will help cut the timeline further. Scientists at the National Institutes of Health and several companies are working on vaccine candidates. Dr. Anthony S. Fauci, director of the National Institute of Allergy and Infectious Diseases, said a preliminary clinical trial might get off the ground in as little as three months. But researchers would still need to conduct extensive testing to prove a vaccine was safe and effective.

The best thing you can do to avoid getting infected is to follow the same general guidelines that experts recommend during flu season, because the coronavirus spreads in much the same way. Wash your hands frequently to reduce the risk of infection with the new coronavirus in the United States “is way too low for the general public to start wearing a face mask,” said Dr. Peter Rabinowitz, co-director of the University of Washington MetaCenter for Pandemic Preparedness and Global Health Security. But, he added, “if you have symptoms of a respiratory illness, wearing a mask reduces the risk of infecting others.” entirely throughout the day. Avoid touching your face, and maintain a distance — at least six feet — from anyone who is coughing or sneezing. The risk of infection with the new coronavirus in the United States “is way too low for the general public to start wearing a face mask,” said Dr. Peter Rabinowitz, co-director of the University of Washington MetaCenter for Pandemic Preparedness and Global Health Security. But, he added, “If you have symptoms of a respiratory illness, wearing a mask reduces the risk of infecting others.

Many countries have also enacted travel restrictions and bans, closing their doors to people from countries with sustained transmission of the virus. Governments around the world have been screening incoming passengers for signs of illness.

W.H.O. officials have credited lockdown measures China imposed in late January for averting the spread of more cases from Wuhan. China sealed off cities, shut down businesses and schools, and ordered residents to remain at home. But there is growing fear that containment may no longer be possible. Clarence Tam, an assistant professor of infectious diseases at the School of Public Health at the National University of Singapore, said the surge of cases in multiple countries was “concerning because we know the transmissions are spreading at a fast rate.” We’ve learned some things of this new virus for the past couple of weeks that make it seem unlikely that containment will be a strategy that will completely stop this virus,” he added. There is benefit to delaying its spread as long as possible. Containing the virus may buy health officials more time to stock hospitals with test kits and respirators, and for local governments, companies and schools to enact strategies — telecommuting and online classes, for instance — that may reduce the spread. But the ability of nations to prepare for the arrival of coronavirus cases will depend largely on the strength of their health systems, capacity to conduct tests and effectiveness in communicating updates

to the public. “We have been dealing with flu for decades, and even now it seems some countries don’t even have a policy for influenza preparedness,” said Leo Poon, head of the University of Hong Kong’s public health laboratory sciences division. “Not to mention something which is new to them. That’s a problem.”

Snvul sheikh and ronicaryn Rabin,(2020)

**Most common symptoms:**

- 1 fever
- 2 dry cough
- 3 tiredness

**Less common symptoms:**

- 4 aches and pains
- 5 sore throat
- 6 diarrhea
- 7 conjunctivitis
- 8 headache
- 9 loss of taste or smell
- 10 a rash on skin, or discoloration of fingers or toes

**1.2 Statement of the Problems**

This study is based on corona virus and education. It is all about effect of the corona covid -19 on the primary level students in Basisahar municipality ward no -08 area. This is universal problem and very emerging issue in the world. It is going to be a serious problem in various field like education, health, business and daily life activities. For the Corona virus treatment no proper medicine found around the world. Some country invented vaccine for the corona treatment. Nepal is affected from corona it’s suffering many problems and difficulty day by day. In the context of Nepal, the government has taken some effective program like insurance, social distancing, mask and hand washing. Recently Indian government gives Corona vaccine for Nepali people. Corona pandemic is social issue because its effects human life directly. Education sector are major area to affect from this dieses. Nepal is multi-

dimensional country. Lamjung district is situated in the center part of the country it's in hill area. People are mostly involve in agricultural. Some people are involve in hospitality business its trekking way through manang mustang.

The primary students in Lamjung district Basisahar municipality ward no 08 is situated in inner urban area. There are 10 private schools and 2 government schools in the study area. Students are directly affected in this area. There are no enough internet facilities and people are not entertain to use technology, because lack of laptop and smart phones. Students are not facilitated to online classes. Teachers also faced many problems. The private schools teachers are directly affected from the pandemic period. School owner had not paid the salary properly. In this area students spends their valuable time to play and visit. Schools are mostly closed there are no any other option to learn alternative learning so the primary students are forced to help their family for the simple work. Some of them forgot to read and write also. Some students were drop out from school. The academic year 2077 is elaborated from next year Asar but the school management and teachers are still wandering for the planning of academic activities like admission, exam, scoring, try to reduce dropout rate and what technique will use to effective teaching for the primary students. In the study area we can found many problems, difficulty and miserable condition of the students. The main purpose to this study is to find out the actual effect and problems of primary students. The educational institution are also mostly concentrated to reduce the problems but they have limitations. They can't do lunched program freely because lack of resource, lack of technique and lack of qualified staff also. In this study we can try to find out the condition of schools also.

In this research mostly focused on the effecting factor from corona, primary student's life style achievement, educational situation and mental health condition also. How were they spending their life? What's the actual condition of education of them? Thus, the primary students suffering many hidden problems faced many unwanted difficulties. Students may not use their rights. They can't enjoy their student's life. May there are some lacking points of taking education of primary students. This is another serious issue which is to be identified and need to take action upon it.



### **1.3 Research Question**

The research question are as followings:

- ) What's the condition of primary student's educational status in the pandemic time?
- ) Which class group are mostly affected from coronavirus? What are the main problems of the student's?
- ) How did students spend their time?

### **1.4 Objective of the Study**

The Objective are as follows:

- ) To find out the educational condition of primary students during Covid-19 period.
- ) To explore the students socialization and educational activities of primary students during covid-19 period.

### **1.5 Significance of the Study**

Corona pandemic covid-19 is new emerging issue in the world. Second phase of corona also seen in the world. The number of corona affected people is rapidly increasing in urban areas, because of density of population and mass gathering. Almost all social sector are affected from covid-19 like education, health, politics, economic and development. This study focus on urban areas, most of the affected people belongs to urban and city area.

The government also serious about this problems. The information collected from these people would be helpful to plan for educational sector, health sector and social security also. This report is very useful for the ward office, District office and educational institution also. Government is providing corona vaccinate for the people first phase it use to doctor, journalist and sanitation staff. The second phase will focus on senior citizens who are over 55 years. People are excited to take vaccine for their better health, and live to fear less life a head. In this study we can find many hidden things like student's education, health condition and nutrition condition also. In this

pandemic period most of the parents were loss their job and some parents stop their business. This is very miserable condition in Lamjung district. Most of the parents were in economic crisis. They can't able to provide enough food and necessary good to their children. In this condition it's very important and need to find out the actual condition of corona effects on education, health and changing life style in this area.

Thus, it will help to manage the pandemic situation. Helps to manage the academic season also. It is very important for sociology and social- cultural studies and national plan as well. It is believed that the research would be helpful to find out the present situation of education, Students mental condition and educational status of primary students. So that this study is very importance and need to do very emerging issue? It's directly connected to the people's health. This study is significance for better settlement.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### 2.1 Theoretical Review

##### 2.1.1 Theory of Diseses

Miasma theory

*The miasma theory was the predominant theory of disease transmission before the germ theory took hold towards the end of the 19th century, and it is no longer accepted as a scientific theory of disease. It held that diseases such as cholera, chlamydia infection, or the Black Death were caused by a miasma (μ μ , Ancient Greek: "pollution"), a noxious form of "bad air" emanating from rotting organic matter. Miasma was considered to be a poisonous vapor or mist filled with particles from decomposed matter (miasmata) that was identifiable by its foul smell. The theory posited that diseases were the product of environmental factors such as contaminated water, foul air, and poor hygienic conditions. Such infections, according to the theory, were not passed between individuals but would affect those within a locale that gave rise to such vapors.* Louis Pasteur, (2016) France

The corona effect occurs naturally due to the fact that air is not a perfect insulator – containing many free electrons and ions under normal conditions. When an electric field is established in the air between two conductors, the free ions and electrons in the air will experience a force. Due to this effect, the ions and free electrons get accelerated and moved in the opposite direction.

The charged particles during their motion collide with one another and also with slow-moving uncharged molecules. Thus the number of charged particles increases rapidly. If the electric field is strong enough, a dielectric breakdown of air will occur and an arc will form between the conductors.

Electric power transmission deals with the bulk transfer of electrical energy, from generating stations situated many kilometers away from the main consumption

centers or the cities. For this reason, the long-distance transmission conductors are of utmost necessity for effective power transfer – which in-evidently results in huge losses across the system.

Minimizing these energy losses has been a major challenge for power engineers. Corona discharge can significantly reduce the efficiency of EHV (Extra High Voltage) lines in power systems.

Two factors are important for corona discharge to occur:

1. Alternating electrical potential difference must be supplied across the line.
2. The spacing of the conductors, must be large enough compared to the line diameter.

When an alternating current is made to flow across two conductors of a transmission line whose spacing is large compared to their diameters, the air surrounding the conductors (composed of ions) is subjected to dielectric stress.

At low values of the supply voltage, nothing occurs as the stress is too small to ionize the air outside. But when the potential difference increases beyond some threshold value (known as the **critical disruptive voltage**), the field strength becomes strong enough for the air surrounding the conductors to dissociated into ions – making it conductive. This critical disruptive voltage occurs at approximately 30 kV.

The ionized air results in electric discharge around the conductors (due to the flow of these ions). This gives rise to a faint luminescent glow, along with the hissing sound accompanied by the liberation of ozone. This phenomenon of electric discharge occurring in high voltage transmission lines is known as **the corona effect**. If the voltage across the lines continues to increase, the glow and hissing noise becomes more and more intense – inducing a high power loss into the system.

### **Factors Affecting Corona Loss**

The line voltage of the conductor is the main determining factor for corona discharge in transmission lines. At low values of voltage (lesser than the critical disruptive

voltage) the stress on the air is not high enough to cause dielectric breakdown – and hence no electrical discharge occurs.

With increasing voltage, the corona effect in a transmission line occurs due to the ionization of atmospheric air surrounding the conductors – it is mainly affected by the conditions of the cable as well as the physical state of the atmosphere. The main factors affecting corona discharge are:

- Atmospheric Conditions
- Condition of Conductors
- Spacing between Conductors

### **Atmospheric Conditions**

We have proved that the voltage gradient for dielectric breakdown of air is directly proportional to the density of air. Hence in a stormy day, due to continuous air flow, the number of ions present surrounding the conductor is far more than normal, and hence it's more likely to have electrical discharge in transmission lines on such a day, compared to a day with the fairly clear weather. The system has to be designed considering those extreme situations.

### **Condition of Conductors**

This particular phenomenon depends highly on the conductors and its physical condition. It has an inverse proportionality relationship with the diameter of the conductors. i.e., with the increase in diameter, the effect of corona on power system reduces considerably. Also, the presence of dirt or roughness of the conductor reduces the critical breakdown voltage, making the conductors more prone to corona losses. Hence in most cities and industrial areas having high pollution, this factor is of reasonable importance to counter the ill effects it has on the system.(Who report, 2020)

### **Spacing between Conductors**

As already mentioned, for corona to occur in the spacing between the lines effectively should be much higher compared to its diameter, but if the length gets increased

beyond a certain limit, the dielectric stress on the air reduces, and consequently, the effect of corona reduces as well. If the spacing is made too large, then corona for that region of the transmission line might not occur at all.

### **Reducing Corona Discharge**

Corona discharge always results in power loss. Energy is lost in the form of light, sound, heat, and chemical reactions. Although these losses are individually small, over time they can add up to significant power loss in high voltage networks.

#### **Corona discharge can be reduced by:**

- ) **Increasing the conductor size:** A larger conductor diameter results in a decrease in the corona effect.
- ) **Increasing the distance between conductors:** Increasing conductor spacing decreases the corona effect.
- ) **Using bundled conductors:** Bundled conductors increase the effective diameter of the conductor – hence reducing the corona effect.
- ) **Using corona rings:** The electric field is stronger where there is a sharp conductor curvature. Because of this corona discharge occurs first at the sharp points, edges, and corners. Corona rings reduce the corona effect by ‘rounding out’ conductors (i.e. making them less sharp). They are used at the terminals of very high voltage equipment (such as at the bushings of high voltage transformers). A corona ring is electrically connected to the high voltage conductor, encircling the points where the corona effect is most likely to occur. This encircling significantly reduces the sharpness of the surface of the conductor – distributing the charge across a wider area. This in turn reduces corona discharge.

Electrical 4u (2020)

### **A Theory of Germs**

Today, it is hard for us to fully appreciate the great revolution in medicine known as “germ theory” and the role that animal research played in its development. It seems impossible that people once believed that foul odors could create disease or that “evil

spirits” could cause a person to become ill. We have also forgotten how rare it was for parents to see all of their children survive to adulthood. Still, it has been little more than a century and a half since Robert Koch made the discoveries that led Louis Pasteur to describe how small organisms called germs could invade the body and cause disease.

In the final decades of the 19th century, Koch conclusively established that a particular germ could cause a specific disease. He did this by experimentation with anthrax. Using a microscope, Koch examined the blood of cows that had died of anthrax. He observed rod-shaped bacteria and suspected they caused anthrax. When Koch infected mice with blood from anthrax-stricken cows, the mice also developed anthrax. This led Koch to list four criteria to determine that a certain germ causes a particular disease. These criteria are known as Koch's Postulates and are still used today. Integral to these criteria is Postulate #3, “The disease must be reproduced when a pure culture is inoculated into a healthy, susceptible host.” Even today, with all of the advances in modern science, it would be impossible to prove that a specific germ is responsible for a disease without the use of laboratory animals.

***ANTHRAX—A disease caused by Bacillus anthracis bacteria. Can cause skin lesions (cutaneous anthrax), breathing difficulties and shock (inhalation anthrax), or severe vomiting and diarrhea (gastrointestinal anthrax).***

***CULTURE—Micro-organisms, tissue cells, tissue, or other living matter grown in a specially prepared nutrient medium. Also refers to the cells grown, i.e., a culture of bacteria. GERM—A disease-causing organism, such as a bacteria, parasite, or virus, usually single celled.***

### **Sidebar: Overcoming Disease**

Until the 20th century, it was common to lose a child to disease. Smallpox, polio, diphtheria, whooping cough, tetanus, measles, and mumps maimed and killed thousands of children every year. But due to the development of vaccines, there has not been a single natural case of smallpox in the world since 1977, polio has been eradicated in the Western Hemisphere, and whooping cough, tetanus, and mumps are rarely seen in developed countries.

Smallpox causes blisters similar to chickenpox. Smallpox is easily spread through coughing or sneezing, or through contact with contaminated clothes or bed linen. Twelve and 14 days after exposure, the patient develops a fever with severe aches and pains. A rash then appears over the entire body including the palms of the hands and soles of the feet. Death occurs in 30% of patients due to a massive immune response that causes clotting of the blood and organ failure. Vaccination before exposure to smallpox prevents the illness. There is no known treatment; however, vaccination up to 5 days after the exposure may help to prevent death.

Polio is caused by a virus that enters through the mouth and is easily transmitted from person to person, particularly between children during the summer months. It causes headache, fever, and aches before entering the bloodstream and infecting the nerves controlling movement. The disease causes paralysis in the arms and/or legs (spinal polio), throat, eyes, face, heart, or lungs (bulbar polio), or both (bulb spinal polio). It can lead to suffocation and death caused by paralysis of the lung muscles. Before the invention of the “iron lung,” about half of children with bulbar or bulb spinal polio died

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### **2.1.2 Theory of Children**

The field of child development has had as long and close relationship with the field of early childhood education, beginning more than 100 years ago. Perhaps because children in the early years are developing at such a rapid rate, knowledge of child development is viewed as important to the field of early childhood education. Child development knowledge helps us assess the child's level of development. It also helps us understand the consequences of what we do as teacher on the children we serve. While child development knowledge does not tell us what to teach or how to teach young children, it does serve as a resource in making these decisions. (Spodek, 1973).

Child development is not a unified field, with a single integrated set of theories. Rather, there are many different competing theories in the field. Theories of child



development are continually being revised as new information from research studies raises questions about them. In addition, few developmental theories are designed

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To explain changes in all the domains of development. Four sets of theories that have had the greatest influence on the field of early childhood education: maturational theories, behavioral theory, psychodynamic theories and the constructivist theories of cognitive development. Each of these theories will suggest different answers to the question: What activities are developmentally appropriate for young children? The first early childhood education programs, such as those by Froebel and Owen, were created before the establishment of the field of child development. However, Hilgard (1987) suggests that they had an implicit theory of child development upon which they were based. Explicit theories of child development were first articulated by G. Stanley Hall and Bird T. Baldwin at the end of the nineteenth century. Both of these psychologists developed maturations approaches to human development, heavily influenced by Charles Darwin's theory of evolution.

### **Maturation Theory**

Maturation theory is the oldest of the child development theories and has continued to influence early childhood education. This theory suggests that the individual's genetic makeup are the greatest influence on the development of children. As individuals mature, their inherited potential unfolds. While this potential can be obstructed by adverse environmental conditions, that potential cannot be created or enhanced by environmental conditions. According to this theory, education should be responsive to each child's developmental pattern. Teachers should provide a match between what a children is capable of knowing and doing and the educational activities provided to help that child know and do. Offering too great a challenge, it is believed, will only frustrates a child so that optimum learning and development cannot take place. The idea that education should follow development goes back to the work of G. Stanley Hall at the beginning of the 20th century (Strickland and Burgess, 1965).

This idea stimulated a basic concept in education: the notion of readiness. Readiness is a point at which a child is able to benefit from some particular type of instruction.

Often, readiness is related to chronological age. For example, a child's admission to public kindergarten or elementary school is determined by date of birth. Chronological age is used because a child's age is roughly related to a child's maturation and a child's date of birth is a more highly visible criterion — one which cannot easily be disputed — than mental age might be. However, some child development specialists suggest that we use development maturation or some other indication rather than age to determine readiness. The concept of readiness has also been applied to specific learning skills, as in reading readiness. For many years, educators suggested that reading instruction not be offered to children until they reach a mental age of six years and six months. The use of chronological or maturational age to determine readiness for any experience makes sense only if educators view development as resulting from the internally timed unfolding of personal attributes that are the result of genetic makeup. Most educators and child development experts today challenge this view.

### **Education Theory**

For all children, not just homeschoolers, there is obviously more to education than institutional schooling. Some learning experiences occur within other organizations, such as churches, Girl Scouts, or Little League baseball. Others types of education take place in far less formal settings, such as shopping excursions or dinner table conversations. It is no exaggeration to say that the whole of life can be educative for those attentive to its lessons. But since “education” as a term is so easily read as “schooling,” I will use the phrase Life as Education to denote this broader universe of learning experiences. Parents naturally see much of what they do in raising their children as central to LaE. In fact, it is fair to say that most active and engaged parents, particularly in their children’s younger years, are the primary choosers and shapers. They instill values, monitor behavior, authorize play dates, and provide learning materials, books, and games. As time goes on, they may increasingly delegate many facets of choosing to send their children to school, sports leagues, summer camps, and the like, but parents retain a central role in legally, if not in practice — until their children reach adulthood. So if LaE is a major task of parenting, why is homeschooling’s frequently blurred line between LaE and formal schooling of particular importance? To begin with, homeschooling is an increasingly

significant educational phenomenon in its own right. Between 1999 and 2007, homeschoolers in the United States increased by an estimated 74 percent — twelve times the rate of public school growth — and now likely number more than two million altogether.<sup>1</sup> I have spent the past eight years researching the phenomenon of homeschooling, talking with families about their educational purposes and observing them in their day-to-day practices. While it may not appear so from the outside, homeschoolers are a diverse bunch, running the gamut of culture, ideology, and practice. But they are also an intriguing example of where the political far left and far right intersect; the common thread that ties most homeschoolers together — whether twenty-first century hippies or Tea Party supporters — is the conviction that parents should be able to shape the education of their children, and the government should have little or no say about it. Where does this conviction come from? As noted previously, much of LaE occurs well beyond the contours of formal schooling and is embedded in the domain of child rearing — long recognized as the responsibility and privilege of parents, and upon which the state cannot intrude (absent evidence of neglect or abuse). In homeschooling, however, LaE and schooling are often deeply interwoven. So if homeschooling is seen as simply part of parenting, it becomes clear why many parents who homeschool view regulations as unjustifiable intrusions into their sacred domain. This belief that the state should have no authority to regulate schooling runs counter to liberal democratic theory. At the same time, however, liberal theorists generally acknowledge the primacy of parental authority in the domains of child rearing and LaE. So the distinction between formal schooling (subject to state regulation) and LaE (the realm overseen by parents) matters very much for liberal democratic theory. When schooling blends into LaE, both the theoretical distinctions and policy implications become especially complicated. In what follows, I argue that such a context requires a more restrained vision of the state's role in schooling than liberal theorists typically recommend, and a recognition that many educational interests of children and the state should not be granted the status of legal rights.

### **Theory of Moral Education**

Education From the perspective of care ethics, the primary aim of moral education is to produce people who will engage successfully in caring relations. We want our

students to be prepared to care-for those they encounter directly and to care-about the suffering of people at a distance. We try to accomplish this through modeling, dialogue, practice, and confirmation (Noddings, 2002a). Every form of moral education relies to some degree on modeling. To teach virtues, teachers must exhibit the virtues or, more often, find models in history, biography, and fiction. To teach moral reasoning, teachers should demonstrate valid reasoning in both their subject matter and in the context of moral problems. But no approach to moral education depends more directly on modeling than care ethics. Teacher-carers demonstrate their caring in everything they do. They cannot rely on pointing to others, on sermons or preaching, or on the mere validity of a chain of reasoning. Every lapse of caring in their own practice represents a potential failure in moral education. In handling a case of bullying, for example, a teacher must show her care for both victim and perpetrator. The victim's safety and well-being are at stake; the perpetrator's moral development is at stake. People often react to such cases by insisting that we must be 'on the side' of the victim, but the caring teacher must be on both sides. Both need help. By showing how this can be done, a teacher is helping students to develop the attitude of care so desperately needed on a global level. Dialogue accompanies modeling. In regular episodes of caring, carers help those receiving care to grow in their capacity to hear and understand the expressed needs of others. In dialogue, teachers help students to understand the difference between rules that encode moral principles and those that represent mere conventions. We might notice that the moral principles designed to keep us from hurting one another are, for carers, not really necessary. If we do not want to hurt others, if we want to help others, we do not need these rules. And if we are so angry that we do want to hurt others, we can quite easily find reasons why the rules should be broken. This understanding, too, is essential at both personal and global levels. Becoming prepared to care requires practice. Students must be given opportunities to care. In today's schools, group work has become popular, but the cooperative motive that inspired it is often corrupted. Groups are encouraged to compete against each other, and team members often criticize others for doing less than their share of the work. This criticism is sometimes nasty. Teachers concerned with the development of people prepared to care must remind their students that they are working in groups to help one another and to accomplish a common task. Moral education from the

perspective of care ethics also puts great emphasis on confirmation. As I've interpreted it (Noddings, 1992/2005), confirmation is an attempt to assure another that his questionable act may have had a better motive. We attribute the best possible motive consonant with reality. Confirmation is not a strategy or recipe; it is not based on fiction or fantasy. To confirm another, we need to know him quite well. Then we can attribute a better motive to an act of which we disapprove. For example, in the bullying case, we might say to the bully: I know you wanted to show that you are strong, but that is not the way to do it. You are a better person than that. Confirmation is among the loveliest of moral gestures. Instead of condemning the other, it points him upward toward his better self. Obviously, confirmation should be welcome at personal, political, and global levels. References Buber, M. (1965) *Between Man and Man* (New York, Macmillan). Held, V. (2006) *The Ethics of Care: Personal, political, and global* (Oxford, Oxford University Press). Hoffman, M. (2000) *Empathy and Moral Development*.

### **Relationship between Child Development and Early Childhood**

Generally, educators and psychologists believe that both experience and maturation determine an individual's ability to benefit from learning experiences. They also believe that postponing any form of schooling for an individual who might be developmentally delayed is wrong. Rather than withhold educational experiences from immature children, we provide them with earlier educational experiences to provide the background for school success. Such programs include Head Start as well as preschool programs for children who are viewed as being at-risk of future educational failure. In addition, if children are "not ready" for some types of action, we offer them experiences that provide them with prerequisite skills and knowledge to increase their ability to learn rather than wait until they become maturationally ready to read. Maturationist child development specialists have not only advocated a need for identifying readiness for schooling and for instruction, they have also supported the notion of a child behaviorism.

### **Child Behaviorism**

Behaviorism, a theory of learning and development, has been a major influence in psychology and education for most of the 20th century. Beginning with the work of

Ivan Pavlov in Russia, but influenced more by the studies of John Watson, Edward Thorndike, and B.F. Skinner in the United States, behavioral theory represents a major thrust in helping to explain learning and development in children (Bower & Hilgard, 1981). Behavior modification, an application of behavioral theory, has been used to design programs to help children learn. It has probably had its greatest application in work with children with disabilities and in modifying the anti-social behavior of some children. Often behaviorism is seen more as a theory of learning than of development. However, many behaviorists suggest that maturation has only a limited impact on development, particularly in young children. They suggest that the greatest influence on development is the learning that results from influences in the environment (Bijou, 1975). The behaviorists focus most closely on environmental manipulation to modify the development of children. The major difference between the behaviorists and the maturationists can be seen in the controversy over the influence of Nature vs. Nurture on development. Behaviorists suggest that nurture is the most important influence on development. They see the human being as having a vast potential that can be modified by various types of experiences. They see the role of the educator as manipulating the environment to modify children's behavior. The maturationists suggest that nature is the most important influence on development. They hypothesize that an individual's potential for development is very narrowly defined by inherited characteristics. Another way of characterizing this controversy is whether talent is more important than effort in relation to what a person can learn and do. B.F. Skinner modified earlier theories of behaviorism to focus on operant conditioning (Skinner, 1953). In operant conditioning the probability of a particular response occurring in relation to a particular stimulus is increased by providing a reinforcement immediately following that response. The implications of Skinner's principles to education can be seen in the use of applied behavior analysis in education (Bijou, 1977).

Two ideas from this application have been helpful as teacher's structure learning experiences for children. One of these relates to reinforcement, the other relates to prerequisite knowledge. Teachers of young children use the term "reinforcement" in different ways. Sometimes teachers give children extensive drill and practice in a skill. They believe that this repetition will help to "reinforce" the children's learning.

By this the teachers mean that the more children practice an idea or a skill, the more they will remember it. This use of the term reinforcement is rooted more in the behavioral principles of Edward L. Thorndike than of B.F. Skinner. One principle of Thorndike's theory of learning is the law of exercise which asserts that the more frequently a response is repeated, the longer it will be remembered (Thorndike, 1906). Within operant conditioning theory, however, a reinforcement is a reward that is given following a child's positive action. Connecting the reward to the action increases the probability of that action occurring again. The idea of prerequisite knowledge suggests that children need to know some things before they can learn other things. If a child fails to learn a task, it may be because that child does not have the knowledge or skills necessary to succeed. A teacher might analyze the task to be learned in order to identify what is necessary for success. The teacher would then check if the child knows those necessary elements. If not, the teacher would teach the prerequisites for whatever learning is involved. They might also analyze a complex task identifying its simpler components and teach each component separately, then putting them together. The teacher must assess the child's background and start teaching where the child is capable of learning, moving forward until success in the original task is achieved. Thus, the curriculum implications of behavioral theory are related to the structure psychoanalytic theory. Psychoanalytic theory has had a pervasive influence on the evolution of the field of child development, on the creation of therapeutic programs for children, and on the development of early childhood education programs. Psychoanalytic theory deals with the social-emotional domain of human development. Sigmund Freud, the founder of psychoanalysis, saw the basic mechanisms of social emotional development arising from human instincts. These instincts included both a positive loving force —Eros— and a negative destructive force. All human actions, according to Freud, can be traced to these two conflicting basic instincts. Freud suggested that there was a set of psychosexual stages individuals must go through as they mature. Successfully moving through these stages leads to the development of a healthy personality. However, if problems or conflicts arise at any stage, the individual could be fixated at that stage and use his energy in dealing with the conflicts of earlier periods in adulthood. Freud's work made people aware of the importance of the early years of life in shaping the personality of the mature adult. It influenced psychologists and educators, and inspired the development of a concern for mental health in early childhood education

as well as the development of child psychotherapy (Freud, 1933). Erik Erikson expanded on Freud's work, focusing more on the development of the ego. He suggested a greater role for the influence of culture on personality development. Erikson expanded Freud's five psychosexual stages into a series of eight psychosocial stages, covering infancy through adulthood. He identifies the conflicts inherent in each of these psychosocial stages. As growing individuals resolve the conflicts of one stage, they move on to the next. He also held that the main theme in a person's life is the search for identity which grows from an understanding and acceptance of both one's self and one's society. Erikson's theory has implications for understanding adult development, including teacher development, as well as understanding child development. Psychoanalytic theory changed educator's ways of looking at childhood, especially early childhood. They began to see the child as vulnerable, concerned with sexuality, striving for autonomy while effected by separation, and capable of fear and anger (Zinifles, 1982).

One of psychoanalytic theory's major influences on early childhood education has been that it made use of expressive activities with young children more educationally legitimate. The resolution of conflicts in the early years was seen as one of the curriculum's goals. Important to children's mental health. Children are able to deal with and resolve conflicts on their own level through play (Murphy, 1962). The expression of feelings as well as ideas is also important for their mental health. The arts serve as tools that allow young children to express their ideas and feelings. Young children may not have the competence to use language to express all their thoughts and feelings. Various forms of expression — art, music and movement — are used by young children to express those ideas and feelings they cannot express in words (Alschuler&Hattwick, 1947). In addition, children use play — and especially dramatic play — to express their feelings and ideas. They also use play to act out disturbing situations, providing them with a way to cope with negative feelings and to resolve emotional conflicts they may not be able to resolve in real life. While play could provide a form of therapy for children (Axline, 1980), play also became central to the activities of schools for children below the primary grades. Because children use the arts and play to express personal feelings, many early childhood educators believe that teachers should not interfere with children's creative activities. Adult interference, they fear, would hinder children's personal expressions. With adult



intervention, the play and art activities would become expressions of the supervising adult rather than of children. As a result, it was felt, the emotional needs of children would not be met. Teachers were told instead to closely observe children's play and to record these observations to gain insights into children's minds and hearts (Hartley, Frank & Goldenson, 1952).

### THEORIES OF COGNITIVE DEVELOPMENT

Another area of developmental theory that has influenced early childhood education has been cognitive psychology, especially the constructivist theories of Jean Piaget, Jerome Bruner, and, more recently, Lev Semenovich Vygotsky. The constructivists view individuals as actively constructing their own knowledge out of their experience. Children have some understanding of the world almost from birth. This understanding helps them interpret what they perceive in the outside world. New information also helps them modify their interpretation. This process of gaining information and evolving new ways of interpreting that information is a process that continues throughout life. This process has been interpreted differently by different theorists.

#### Piaget's Theories

Jean Piaget, one of the pioneers in constructivist theory of cognitive development, suggested that children's thought processes go through a series of stages that are common to all children in all cultures. According to Piaget, a child makes sense of the world through a series of schemas, that is, integrated ways of thinking about elements of the world. For very young children, a schema is represented by a pattern of actions. As children mature and develop language, schemata become abstract and may be represented in language. A schema reflects a stage of equilibrium in a pattern of understanding that reflects children's understandings. It results from two reciprocal processes: assimilation and accommodation. In assimilation, the individual's perceptions are fitted into existing patterns of understanding when the information gained by individuals is consistent with what they already know. When new information does not correspond to the individual's prior understanding, it cannot be assimilated. As a result, the schema must be revised and accommodated to the new information. Piaget theorized a series of stages of intellectual development which represent sequential levels of understanding that children move through in their development. Each stage represents the way in which children function intellectually: (1) the sensorimotor stage, (2) preoperational stage, (3) the stage of concrete operations, and (4) the stage of formal operations. He suggested that an individual's progress from one stage of development to the next is determined by four main factors: maturation, experience, social transmission, and equilibrium or self-

regulation (Piaget, 1964). All four factors determine the child's cognitive development. Neither maturation nor education alone could make a difference. A number of changes had taken place in education and child development in the 1960s. There was an increased concern about the failures of poor and minority children in the schools of our country. Maturation theory suggested that children were failing because they were genetically inferior; they lacked the "talent for academic success," an idea no longer acceptable. This was also the period of major curriculum reform in education. Americans had been shocked out of complacent acceptance of their educational system with the success of Soviet scientists in first putting a satellite into orbit. School reform came to be seen as a form of national defense. The curriculum reforms of the 1960s attempted to bring the content of school subjects more closely into line with the scholarly disciplines they represented. The curriculum reform movement not only sought to bring the methods of instruction more in line with the forms of inquiry used in the disciplines but also with what developmental psychologists had come to know about the way children learn and develop. A conference of scholars and developmentalists was held to deal with the problem of educational reform. In the conference report, Bruner (1960) presented the hypothesis that any child can be taught any subject at any level of development in some intellectually honest way. He suggested a curriculum for all grade levels based on the same essential set of ideas. Children would return to the same ideas at later school levels in increasingly sophisticated ways. In this way education would be intellectually sound and related to important ideas in each area of knowledge. But the children would learn these ideas at each level in ways that were developmentally appropriate to them. Curriculum reformers supported Bruner's ideas. In the area of science, for example, a number of projects evolved. Each of the projects was designed to introduce children, starting at the kindergarten level, to important scientific concepts. Two science education projects that were designed for kindergarten-primary age children were inspired by Piaget's concepts of cognitive development. These included Robert Karplus' Science Curriculum Improvement Study (1968), and the Elementary Science Study developed by the Educational Development Corporation (1967). These programs were organized more flexibly. They required children to develop skills in observation, but also to try to make sense of their observations by inventing hypotheses to explain what they observed. The children would then test these hypotheses. While these projects used Piagetian concepts to conceive of new ways that young children could understand

complex processes, many early childhood educators have used Piagetian theory as another theory of readiness. Some teachers feel that certain concepts should not be presented to children until they reach the appropriate level of cognitive development necessary to understand them. Unfortunately, however, nothing would be done with the children that would help them achieve that level. The concept of "developmentally appropriate learning activities" became another way of avoiding intellectual challenges in young children's learning activities. Vygotsky's Theories

More recently, early childhood educators have become increasingly aware of the seminal work of Lev Semenovich Vygotsky, a cognitive psychologist who was a contemporary of Piaget's, but who died at a relatively early age. Vygotsky was born in Russia prior to the Soviet revolution. While his early work was published during his lifetime, much of his later work was suppressed by the Soviet regime during the 1930s. One of his major works, *Thought and Language*, was translated and published in English in the 1960s; most of his other work became available only since the 1970s. Vygotsky distinguished between two types of cognitive development: natural development and cultural development. He saw natural development as the result of maturation. However, cultural development — which includes language and reasoning development — was viewed as products of the activities that individuals practice within their culture. While natural development may result from the individual's interactions with materials, the individual achieves cultural cognitive development through interactions with more competent persons. Informal and formal education becomes critical in achieving this development. Vygotsky saw children developing through their zone of proximal development (ZPD) — the point beyond which an individual can function independently. Children can function in this zone and develop new competencies through the support that more mature thinkers provide for them. These new competencies are then integrated into the individual's mode of thinking. Children's ways of thinking are enhanced by providing them with problems somewhat beyond the individual's capabilities. By providing contact with more intellectually mature individuals and by offering support for this kind of thinking, the strategies learned by stretching the individual's capabilities become the basis for that individual's continued development. Thus, children's current level of development does not limit their ability to learn. Rather, what they learn in challenging situations extends their level of development. Within this theory, development is viewed as taking place not only as a result of maturation, but also as a result of the acquisition of

cultural tools. These cultural tools connect children to their physical and cultural environment and help them achieve intellectual mastery over that environment. These cultural tools change the ways in which individuals think. The most important of the cultural tools children must master is language. Language allows us to represent the world, to develop abstractions and even to think about things that are unseen, things that might be remote in time and space. Different cultures may emphasize different tools, skills, and social interactions. The emphasis on tools within a culture depends on the needs and values of that particular culture. While schools help children acquire cultural tools, families are also critical. In addition, various communications media are also resources for the acquisition of cultural tools. In modern technological societies, the various areas of scholarship provide many of the cultural tools that are needed to support the technology of that society as well as the dominant way of living within that society. These tools shape children's ways of thinking and allow them to express their thoughts with others who share the same cultural tools (Miner, 1993). The importance of children developing skills with the use of cultural tools, suggested by Vygotsky, is consistent with Jerome Bruner's (1990) idea that our use of cultural artifacts help us transcend the limits of physical evolution. Human beings have been able to extend their ability to remember, for example, with the use of written language. Similarly, modern technology allows us to travel faster and farther and to communicate at greater distance than would be humanly possible without it. Intuitively, in response to the importance of the human technology, we introduce children at an extremely early age to the artifacts of our culture or to replicas of them. Americans in particular see providing young children with a variety of toys as important to their development. Using these toys as playthings may socialize children into their later serious use of these artifacts. This is in contrast to other societies where relatively few toys are provided to children and socialization may be based more on verbal interaction than developing skillful use of material objects. It is the work of Vygotsky that allows us to integrate our understanding of children's development with the various sources of curriculum. Using his theory can inspire us to create an early childhood curriculum that is developmentally appropriate and also intellectually challenging. It requires that we help children move towards the acquisition of intellectual and communicative skills, the most critical being oral and written language. It requires that we challenge children's thinking while providing the supports to allow that thinking to be successful. It also requires that we provide

children with the cultural tools that can help them make sense of their world and function well within their social context. His theory allows for diversity of programming based upon diversity of cultures, even though the strategies for supporting development through education may be similar from culture to culture. Vygotsky's theory suggests that, rather than wait until children move naturally up to higher stages of development, teachers can help this movement by focusing their teaching just beyond the children's level of development, while providing the necessary supports to allow them to succeed. These supports can be in the form of material help or can be social in nature. The term that has been applied to this process is scaffolding. By scaffolding children's learning, they can move through their zone of proximal development and learn new strategies or concepts which can be integrated into their ways of understanding the world. Vygotsky's notion of cognitive development suggests a much more active role for teachers in helping development to occur. This becomes a significant challenge to teachers of young children, who must assess what children are capable of doing and learning and must provide appropriate supports for new learning. This idea, tied with the need to provide children with cultural tools, suggests an important role for curriculum development.

### **Socialization vs. Intellectual Content in Early Childhood Education**

To many early childhood educators in America, there is a conflict at the preprimary level between "socialization-oriented" programs and "academic-oriented" programs. Many early childhood educators see the primary responsibility of the preschool and kindergarten as socializing children. In general they wish to take the time to introduce children to the formal institution of the school. The preprimary programs they envision are designed to teach children their roles as students and help them learn the rules they must follow in school. They also wish to help young children learn the social skills necessary to function in a group setting. Such programs see a major difference between primary and preprimary grades, often leading to conflict regarding the nature of kindergarten programs. Other early childhood educator see preprimary programs as a place where children should learn those intellectual skills which will allow them to be successful in the academic learning tasks of the primary grades. These educators see continuity between primary and preprimary education, with the needs of the primary grades dictating the activities of the kindergarten and

prekindergarten. This dichotomy in programs can most easily be seen in the program models that were developed in the 1960s and 1970s for low income children (Evans, 1971). They continue to exist in programs in schools today. There should be no distinction between socialization-oriented programs and academically oriented programs if they are designed to respond to the developmental levels of individual young children. All children must learn to function within a range of communities in their culture. The family is the primary community that young children experience. The preschool and the elementary school are communities that children must experience as well, though they are introduced to them later. Each school has its own set of roles, rules, norms, and obligations that children must master to function effectively within them as does each family. Children learn these directly and indirectly as they experience each community. Requirements, obligations, and privileges also change for children as they get older. These elements of the process of socialization continue over a long period of time. There is a second sense to the concept of socialization that requires that the child learns to function within the larger society. In addition to the roles, rules, norms and obligations of the larger society, children must also learn to use the cultural tools of that society. The notion of a common school is based upon the premise that these are best learned in a formal setting outside of the family. In a sense, this suggests that the family in modern society needs the help of other institutions to induct children into the larger society. Some form of schooling is necessary for the socialization of children in modern technological cultures. While home schooling is effective for some, most families rely on schools to do this.

### **Ways of Knowing and Ways of Thinking**

We often consider the scholarly disciplines or school subjects which reflect them as ways of knowing. In contrast we consider cognition activities as ways of thinking. Cognition, or intelligence has been viewed as reflecting a single ability. Tests of intelligence typically result in a single score that is supposed to characterize the individual's level of intellectual functioning. Howard Gardner (1983) has developed a theory of multiple intelligence that suggests that human intelligence is not a single attribute, but actually consists of many attributes. Gardner identifies seven types of intelligence as follow: Linguistic intelligence this is reflected in the ability to use

words to think and express meanings and appreciations. Logical—mathematical intelligence this is reflected in the ability to think quantitatively, to generate and test hypotheses, and to carry on mathematical operations. Spatial intelligence this allows individuals to think about three-dimensional forms and to create and to perceive images and graphic forms. Bodily-kinesthetic intelligence this relates to the ability to use physical skills and manipulate objects. Musical intelligence this is reflected in the ability to sense pitch, melody and rhythm and to create and recreate musical compositions. Interpersonal intelligence this refers to the capacity to interact effectively and understand others. Intrapersonal intelligence this form of intelligence underlies the ability to understand oneself and to use self-knowledge in determining one's life. For a long time educators and psychologists have known that thinking is a complex process and that individuals differ not only in the power of their thinking but in the way they think. This is reflected in the study of various cognitive styles among individuals. Saracho (in press) has suggested that how we teach children should be influenced by the individual thinking styles of the children in any class. Some children are more field-dependent, showing a greater concern for social elements while others are more field-independent, dealing more easily with abstract notions. Using Gardner's notion of multiple intelligence, field-dependent individuals might have a better developed Interpersonal Intelligence, while field independent individuals might have a better developed Logical-mathematical Intelligence. Similarly athletes may excel as a result of their Bodily-Kinesthetic Intelligence as well as their physical prowess. The cultural tools we have discussed earlier reflect the various forms of intelligence identified by Gardner. This suggests that our curriculum and our assessment tools needs to be revised to account for these different forms of intelligence. Conventional intelligence tests focus on linguistic intelligence, and often inadequately assess other forms of intelligence. Since many of the traditional school subjects are taught in a linguistic mode, these tests have proved helpful to teachers. The increased concern for cognitive functioning in school stimulated by the work of Piaget and Vygotsky and reflected in the science programs noted earlier, suggest that this form of assessment is too narrow and inadequate. The many forms of knowing that are available in modern cultures require the use of the many different forms of human intelligence. The various school subjects in the modern school need to be offered to children in support of their cognitive development. They also need to be

presented in ways that are appropriate to the ability of each child to master them and to use the knowledge they gain to enhance their cognitive development.

### **Translating these Ideas into An Early Childhood Curriculum**

We have been suggesting here that for an early childhood program to be developmentally appropriate — in terms of the developmental theories of Vygotsky and Bruner along with the cognitive theory of Gardner — it must help children learn to use the cultural tools of the society in which they are growing up, developing their intelligence in the process. This means that children should have access to the academic disciplines or subject areas as early as possible. This does not mean that we need to bring the content of the elementary school down into the preschool or primary grades. It does mean, however, that we use a different model of curriculum than is used today in either the elementary grades, the preschool or the kindergarten. Thus we need to revisit the concept of a "spiral curriculum" suggested by Bruner (1960). There are appropriate models available and there have been some attempts made in past years to create elements of these model. In recent years, as noted earlier, we have moved from a implementing a concept of readiness in reading programs to a concept of emergent literacy. Much of this change has been attributed to the influence of Vygotsky's theories on literacy education (Mason and Sinha, 1993). Rather than waiting until children appear mature enough to benefit from instruction, or teaching young children the prerequisite skills for reading action (often determined by a task analysis of reading), we now seek to find the roots of reading in the language activities of the very young. Literacy begins to B. SPODEK and O.N. SARACHO provide formal reading instruction at the earliest age, but to support those activities that will help children in their way understand the reading process and to tie emerging reading to emerging writing as corollaries. This move toward emergent literacy can be generalized to other areas of the curriculum. Jessica Davis and Howard Gardner (1993), in looking at the art of the young child, conceive of art as a form of symbolic literacy with elements of perception literacy and production literacy, which parallel the beginnings of receptive and expressive language in children, speaking, listening, reading and writing in the young child. They apply a cognitive approach to art education as do other contemporary art educators. Beginnings in science education were presented earlier in this paper. Similar work has been done in mathematics by



Constance Kamii (1985) and others. While other subjects such as social studies and music have not been as fully explored, there seem to be beginnings in them as well. In addition, the area of technology, one of the more recent forms of prosthesis that has recently been developed in our society also needs to be explored. In developing the early childhood curriculum, these sources of curriculum — the cultural tools we wish to help children acquire — are elements that the teacher and the curriculum developer needs to consider, but not teach directly. Especially with the youngest of children, we use our knowledge to select activities that build on the children's daily experiences and the information they gather through these experiences to create worthwhile activities. As we help children to reconstruct their experiences and make sense of them, we select those experiences and activities that have the greatest meaning for the child and which introduce children to the cultural tools they will need in an intellectually honest way. Making this knowledge meaningful to children requires that they be integrated as well. emerge as the child develops oral language — or even before. The role of literacy instruction is not to

### 2.1.3 Covid -19 in Global Context

Total cases 124 million recovery 70.5 million and death 2.27 million.

### 2.1.4 Covid -19 National Context

Province	Cases	Death
Bagmati	146000	963
Province 1	30331	222
Province 2	20744	216
Gandaki	17916	194
Sudurpashchim	14742	65
Lumbani	46656	1344
Karnali	6484	26
Total	276389	3030

*Source: corona update 24<sup>th</sup> March 24, 2021*

In Nepal total cases are founded 276389 recovery is 272187 and date is 3030. High cases was founded in Bagmati province. High death rate from corona was lumbini province. Less affected and less death is karnali province. Here are the possibility to come New corona virus from other country.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Rationale of the Site Selection**

Corona virus covid-19 is emerging and new issue it's hard to manage properly in the world. I selected this area Lamjung district, Basisahar municipality ward no-08 for the field work for my thesis because this area is situated in hill. Most of the people's economic status is same they are mostly involved in agriculture. Some are involved in tourism sector this is the starting point for trekking through a pass to Manang and Mustang. All schools, colleges are totally closed in the period of lockdown for the corona pandemic. All restaurants, hotel also closed at that time. The academic year 2077 was affected. Some schools manage on line classes but student's participation is very less because of internet and how to use internet. They have no idea about technology. Basisahar municipality is semi urban area so there are mixed community, most of the people are migrated from rural area from tanahu and lamjung district. Majority students are read in government school some of them are joined private school. Government schools have no laptop, computer and internet if there are internet there are no qualified teacher to handle on line classes. The government rules was not clear about online classes in the pandemic period. In this condition students were wandering what to do and what not to do. There are seen lack of guidance, supervision in the academic field. My permanent residence is basisahar I lived in this area in the entire lock down period. I saw many types of schools, students and management team also. There are very miserable condition about student who have no internet access and laptop to use study. Most of the students spent their valuable time to play and visit. Some of them are involved in deviant behavior also.

#### **3.2 Research Design**

##### **Introduction about Lamjung District 6**

Lamjung district is located province no 5 Gandaki Pradesh. Total population 1,64,157. There are 1 parliament member and 2 member in province. Under poverty population is 27895. Emigrants for work 21161 all over the world. Disable population are 4,745.

Literacy rate up to 5 years is 71.1 .Dependent population in Lamjung district is 71,899. (Insec yearbook 2020)

According to community hospital 20 % women are under 20 years among all delivery case. Girls marriage age is 16to 18 who are came to this hospital for delivery case. Some of them are very young age about 14 years. Human rights rule obey from other site is 28 and 2 from government site total 30 case are registered in this year. Woman and child case was found 19. Total 83 person are prisoned in many cases. The condition of prison is very bad and overcrowded lack of drinking water, room and toilet. Health condition of lamjung is not well there are one district hospital 57 health post 2 primary health post are working now. Permanent doctors are 6, health assistant 126 and 137 are anami (nurse) are working in health post. There are no new plan about health sector in fiscal year.

#### **Education sector of Lamjung District:**

268 primary school and 123 secondary school are located in Lamjung district. Total male students are 1475 and 1731 are female are new admitted in class 1 in this year. The total students are 38875. Male students are 18354 and female are 20521 are studying in school level. There are 52 disable preferable school are working in Lamjung. The government scholarship program is held in Lamjung. Dalit students are provided this scholarship in every year in this year 5341 male dalit and 4869 female dalit had got the scholarship. Direct affected from Maoist revolution under the age 18 years 15 students got extra scholarship from the government. 5 students are recorded human rights abuse, 3 are rape case 2 are child marriage case. 25 case are registered in police station for women domestic violence. Major cases are related with husband wife.

This study focuses on the primary level student. Effect on education from covid-19 is main concept of the study. So, exploratory and descriptive research design were used to find out the fact and hidden things. This research was conducted with quantitative method. Field work site is Basisahar municipality ward no-08. First of all take a permission from ward office then started a research activities. This research is focused on the interview of the respondent to get more insight and detailed information on the changing pattern of education, life style and effect. Observation

method also used to find out students actual condition. Furthermore find out the condition of school owner's problems, who are mainly effected from covid-19. The study was mainly focused on difficulty of primary students.

### **3.3 Universe and Sampling**

The total primary students are 1046 record of the municipality office education depart. In this study simple random sampling technique was applied. 32 students were selected, 3.5 percent of the total student. 20 parents were selected forthe interview. 10 key informant were selected for more information, and to know about further planning of education sector. The sampling procedure focus the participation of all areas and include all class type of student's representation. Informant interview was considered to find common issue regarding the primary students their common problems, educational status and mental condition. The universe is entire ward no 8 area's primary level students .This study was conducted in Basisahar municipality ward no -08 area.

### **3.4 Sources of Data**

Primary source of the data for the study was the respondents and their responses taken directly through interview and observation. Meanwhile secondary data was also used as they were taken previously through various journal, thesis, newspaper and magazine. Some important data were collected from ward office.

### **3.5 Primary Data Collection Technique**

**a. Interview schedule:** questionnaire was the foundation of the collection of the data required for the research which helped to attain the objective of the study in details. Questions were asked with the respondent directly.

**b. Key Informant Interview:** Interview was important technique to collect the primary data. In this study I have three sets of question one is for the respondent primary students second is for key informant, and third is for the parents. These are equally helped to attain the objective of the study.10 persons were selected for the informant interview. They are ward chairman, head master, social worker, politician and entrepreneur. To find out the

common issue, major problems and to find the effect on students need, problem and future plan for them.

- c. Observation:** Similarly researcher was from the native area grown up in the surrounding who has observed the changes throughout the life which was deliberately identifying the detail of the targeted objectives. This technique was mostly used to find out the psychological condition who are mostly effected from covid-19.

### **3.6 Method of Presentation**

First of all formulated the all raw data with tabulation, diagram and figure. Data were reviewed and checked for completeness and accuracy. Various tables were generated by using SPSS. For simplicity Microsoft excel was also used. The data were presented in the form of table, diagrams and charts. Simple statistical measures like sum, mean, range, percentand ratio are used for analysis.

I want to find out what's the condition, effect of corona covid -19 on the education field especially in primary students in Basisahar municipality ward no-8 areas students. Major observing points are reading and writing habit, admission number of student, possibility to drop out and wants to know students inner feeling. On the other hand I want to know the parents plan about their children. What's the parents thinking and what the main problem of them. Similarly find out the condition of private school owner thought how to manage their school and financial burden. Government policy, local government policy and academic year are major subject matter of this study. Find out the number of Expected new admission student in the academic season 2076. What's actual psychological effect suffering from pandemic to all primary students? This is not easy to manage all problems so I was choose this topic and area for the study and better findings. This report may very useful to make local level planning about education. So that I was select this Basisahar municipality ward no -08 area for the field work. At last to explore the real problems of the primary students. Respondent are most of students, parents and teacher. Key informant interview also included in this research.

### **3.7 Validation of the Instrument**

The prepared tools were submitted to the department and the researcher revised the questionnaire according to the suggestion given by the thesis committee. Then the tools were pre-tested to 10 members who were above primary level for their suitability and practicability. Necessary changes and improvements were made as required from the result of pilot test. Then it was finalized and used this tools.

### **3.8 Ethical Consideration**

This study is for master's thesis in sociology which is submitted to central campus Tri-Bhuvan University Kirtipur. All the information collected for this study remains confidential as quoted in the statistical act 2015 and used only for this study purpose. Individual information will not be disclosed and aggregate figures will be used for statistical purpose only.

### **3.9 Limitations of the Study**

Every, research work has its own limitations. As well as delimitations. As an individual student. This study has some limitations, these are as followings:

- ) This study was limited to only Lamjung district, Basisahar Municipality ward no 08.
- ) Sample was taken from the primary students of both sexes. There is not discrimination of caste, religion, education and occupation or sample has been included from the all different ethnic groups.
- ) Important data was taken from ward office ward no 08 Basisahar Municipality.
- ) The study almost covered both types of question subjective and objective. Data collection technique was interview and observation.
- ) The study was done with descriptive quantitative method.

There is limited time and financial resource for this study which may cause the weak quality of the findings.

### **3.10 Organization of the study**

This dissertation has been organized to five chapters. Chapter one deals with the introduction of the study. It consist seven sub chapter regarding general background, problems, objective, significance of the study. The chapter second focused on the review of the previous literature. Similarly, Chapter three deals with research methodology. It contains rationale of the site selection, research design, universe sampling and source of the data, Data collection technique tools and field work to collect data.

Chapter four is based on data presentation, data analysis, Tabulation, pie chart, diagram and data analysis in detail. Chapter five describes about summary and conclusion of the entire study.



## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

This chapter entirely includes the finding of the field study 2020. The analysis is primarily based on the primary data which were collected in the field survey. Since this survey is conducted at Basisahar Municipality ward no 08. Total respondents are 32 students, (20 parents) and 10 key informant interview were selected for this study. Descriptive technique was used to analysis data by using table. Using SPSS and excel, the table for descriptive analysis are generated and then interpreted.

Various characteristics of primary students are discussed in this chapter. Firstly demographic and social characteristics are discussed, in the second part different activities, effect of corona, present health condition, mental health, educational achievement etc are discussed. The result is also presented in table and bar graph.

#### 4.1 Demographic and Social Characteristics

In any research, the study of demographic characteristics such as age, sex, etc. Are the indispensable content which reflect the demographic background of the respondents. The effect of corona, educational condition as well as the mental effect, reading habit of respondent are also greatly influenced by other characteristics such as caste, their religion, educational background, family type etc.

**Table 1**

**Age-Sex Distribution of Primary Students**

Age group	Male	Female	Total	Percentage
03to 05 years	3	3	6	18.75
06 to 07 years	3	4	7	21.87
08 and above	10	9	19	59.37
Total	16	16	32	100

*Source: Field Survey, 2021*

In this data there are less students in the age group of 3 to 5 years it shows that the child birth is decreasing in this community. Male and female students are tentative same quantity.

#### 4.2 Caste and Ethnicity of Primary students

Nepal is rich in diverse distribution of population .The latest population census 2011 reported 125 caste and 126 language was used in Nepal. Social inclusion and exclusion in some extent varies according to the caste in Nepal. For instance Dalits are socio-economically back, the same is happened for janajati and other minorities too. So, the caste ethnicity distribution of Primary students plays a vital role to identify both access and care giving practice at home. The caste distribution of the Primary students is presented in the following table.

**Table 2**

#### **Caste and Ethnicity of primary Students**

<b>Caste</b>	<b>Total</b>	<b>Percent</b>
Chhetri	210	20.00
Brahman	177	16.92
Janajati	463	44.26
Dalit	140	13.38
Muslim	53	5.06
Other non-Dalit	3	0.28
Total	1046	100
Percent	100	

*Source: Municipality Records*

Presented data shows that Janajati people are majority of this community. 44.26% of chetri is second position. There are 5% Muslim people live in this community.This is the city area there are mixed community. All types of people live together with integration.

### 4.3 Health Condition

Health is one of the important domains of the life. Whenever students is not proper healthy then his/her quality of life becomes poor otherwise good. Students need good health for the quality of the study. In this section basically, disability and major health problem are being discussed. Since unhealthy and disable people are more vulnerable as compared to the other, It is very important to study about the health status. Nepal is facing various health related problems. Basically, high rate of child mortality, maternal mortality and incident of various communicable and non-communicable diseases are the major health problem of Nepal. Among students, mainly chronic type diseases like headache, respiratory tract, heart disease, fever and weakness are the dominant health problems in this area. Due to various reasons, most of the students are not getting proper nutrition. So, it is very important to know about health problem of students. Furthermore who are suffering from any diseases they need extra care for the regular activities and study.

**Table 3**

**Major Health Problem of Primary Students**

<b>Health problem</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percent</b>
No	12	11	23	71.87
Yes	4	5	9	28.12
Total	16	16	32	100

*Source: Field survey, 2021*

It is good sign that about 71.87 percent of 32 students have no major health problems. There is no such noticeable difference between male and female on the health problem. However 28.12 percent have some kind of major health problem. Mainly for female students have weakness problem. Those having major health problem need additional intensive care. Some of the students have need to take medicine. When they became sick they need to special care and to support in small works also.

#### 4.4 Tentative Monthly Income of Primary Student's Parents

This is very hard to calculate in cash. Majority people are involve in agriculture field. The production and rate of agricultural good is changeable. It's not stable in Nepali market so we can't calculate properly. Who have salary job like private job, government job it's easy to calculate.

**Table 4**

#### Monthly Income

Source of income	Male	Female
Government job	Rs.25634 / person	Rs.25634/person
Private job	Rs.35220/person	Rs.25240/person
Agriculture	Rs.40756 (family income )	Rs.38600 /family
Business	Rs.16250 /personal	Rs.12200/person
Other	Rs.12240	Rs.14325

*Source: Field survey, 2021*

#### 4.5 Educational Institution of this Area

**Table 5**

#### Educational Institution of this Area

S.N	Name of the School	Students
1	Early paradise school	310
2	New era English school	288
3	Buddha memorial English school	190
4	Land star school	161
5	Diamond hill school	71
6	LaxmiBalmandir secondary school (government school)	26
	Total	1046

Source: Field survey: 2021

This table shows that the government schools have less students only 26 students are reading there grade one to five. The government schools quality is decreasing in urban areas. In the urban area there are many option to choose private schools.

#### **4.6 Covid-19 Affected Students in Detail**

In this study areas there are no students found for corona Covid-19. The parents are affected 4 parents are found in corona PCR test report positive. All are recovered within 2 weeks. The municipality office provide proper advice, medicine and well manage for the isolation.

#### **4.7 Drop-out Records of Primary Students**

In the study area there are less dropout rate found only 3 students was left the school because the fear of corona virus. May be they will return school when the condition being well.

#### **Major Problems of Primary Students**

- ) Lack of proper advice, counselling for the students and parents.
- ) Lack of proper knowledge about the disease covid-19.
- ) The role of municipality office is not supportive for the students.
- ) Government schools teacher was not came once to the student's house to know about student's condition.
- ) Lack of proper internet facilities and computer also.
- ) Students became lazy they can't read their course properly they need support and guidance.
- ) Students need proper balanced diet for the study and personal growth but in this area students can't provide proper diet. The economic condition of parents are not good in the pandemic period.

#### **Academic Environment**

In this study area Basisahar municipality ward no -8 is urban area. There are mixed community. Academic environment is very well for the students. Most of the students

study in private school. Teachers and management also perfect. The academic environment also suitable in this area.

### **Parent's Economic Condition**

The economic condition of parents were not good for the corona virus Covid-19. Most of the parents occupation is job and own business. Hospitality sector is main occupation in this area because this area is tourist area. Tourist came here for the trekking to Manang and Mustang. Basisahar is starting points for trekking. Most of the tourist stay there for the rest and planning to the treks. Nowadays the corona virus effects all sectors. When the lockdown starts all hotels, restaurants were totally closed. Tourist are not allowed to visit there. The economic condition of schools parents became worse. They do start some vegetable farming and other works also to survive.

### **Main Effectuated Sector from Corona**

In this study area there are many sectors are affected the new pandemic dieses corona covid-19 some of major sector are as following:

- ) Hotels, restaurants trekking guide, labour.
- ) Academic institution School College.
- ) Students, private school teachers and parents.
- ) Agricultural field, job holders and small traders are mostly affected.

### **Violence**

Any activities, actions or behaviour that hurt any individual's right, self- reliance is called violence. There are different types of violence that demoralize people in their course of life. Gender based violence, aged violence, child violence, caste violence are some serious type of violence in Nepalese society. The result of violence is always bitter. In the case of student's life, violence is one of the curse factors that lead to push them from their original place to other place. Any kind of violence is punishable by law in Nepal through the amount of violence cannot be reduced. Students are also vulnerable to various type violence which is committed either by

their family members or by other people as well. Violence may also be the serious factor for spending life.

**Table 6**

**Experience of Violence in Primary Students**

<b>Violence</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Percentage</b>
No violence	16	14	30	93.75
Yes by family members	0	0	0	0
Yes by other people from society	0	2	2	6.25
<b>Total</b>	<b>16</b>	<b>16</b>	<b>32</b>	<b>100</b>

Source: Field Survey, 2021

There are very low rate of violence for the primary students in our society. Only 6.25 percent female feels violence from the society. Female are violated from other people from the society. Nepali society is deep rooted to the religious and cultural behaviour, they follow the caste system also. All are integrated each other so there are minimum cases in the violence.

**Expectation from the Local Government**

Students are backbone of the nation. They have many possibilities. They want to fulfil their remaining study. So that they deserved some rights, the local government make a suitable environment to open school if there are some other problem they need to solve it. They have some major expectation from the local government. These are monitoring the schools activities, manage qualified teacher and need to provide hand wash shop, sanitizer, health awareness program In my research area there are one government school and 5 are private school. Now a days all schools are opened with some health awareness condition like every students need to ware mask, should manage social distance and hand wash system. But it is very hard to manage properly. Furthermore regular health check-up facilities and manage the needed things these are which are major concern about health these are major expectation of students.

## **Future Plan for Students**

The government of Nepal have no specific plan for the students. Local government Basisahar municipality have some plan for the students. They want to provide some health equipment like sanitizer, mask and hand soap. Ward office wants to facilitate to open all schools and wants to finish all program which are postponed. Municipality organize some program like awareness, cleanliness and online class pattern etc. The government school has no any plan to conducting online classes. The students who joined government school their academic year is may be collapse. They have forgetting all things.

## **Effectiveness and Students Attendance Ration on the Online Classes**

In the study area Basisahar Municipality ward no -08 is semi urban area. The market is related to Tourism business. There are 6 school including one government school. Total primary students is 1046. There are one government school named LaxmiBalMandir secondary school only 26 students were joined. In this school there are no conducting online classes during pandemic period, students' academic condition is very miserable most of the students belongs to poor family. Marginalized ethnic group, dalit and economically weak parents sent their children to the government school. The teacher also found very lazy and inactive. They have no idea how to take class by online they can't handle laptop or phone also. So that the students doesn't take class who are associated with government school.

On the other hand private boarding school conducting on line classes but the participation rate is very low because of internet problem and electricity problem. In Lamjung there are no sufficient fiber net facilities, the data rooming system also very disturbing in this area it's very expensive also. So that all teachers, students are suffering these type of problem. Although above 50 % students was taking online classes in this area. Private school taking term exam, annual exam and published the result on time. On line class is alternative means to teach who are not attending physically. In the pandemic period this is very effective and useful to conducting classes. Students also known about technology and to gain knowledge about handling mobile, laptop and computer. Parents faced financial burden to buy new phone and joined internet in the house. There are some bad effect seen in the household who



joined internet they are using very much too unnecessary program and games. Children are habitual to play mobile. Parents also using too much them mostly used Facebook and TikTok. Students are facing eye problem like less vision itching and lazy eyes function.

### **Major problems to conducting on line classes**

- No proper internet facilities, every parents can't afford internet facilities.
- There are no sufficient electricity power
- They have no enough knowledge to handle the phone ,laptop and computer
- The teacher need some training and orientation about online classes.
- Students and parents have no idea about technology.
- These are the main problem find out in the study area to continue the online classes.

### **Major Health Problem Faced by School Children**

Some students have less vision eye problem and headache. Some of them suffering malnutrition deficiency was seen in the study area. Lamjung district is situated near the Himalayan range. There are no fertile land to do systematic agricultural work. Basic life Existence field is agriculture and livestock was doing their people. Market exes is not very good so that all farmers have no saving of cash. They can't fulfil vitamins, protein and mineral properly so the local people are not seen very healthy. They have less idea about health and sanitation. School children also suffering lack of proper diet, they have no idea about diet plan chart and benefit of balanced food. So the almost children are not healthy. Who have not provided sufficient food, diet they have many hidden disabilities seen when they becoming enter the adult.

### **4.8 Lesson Learned from Students and Parents**

Students are pillar of nation. They will give great contribution for the nation. They have immense possibilities and knowledge. We can learned many things from students like learning habit, culture, language, custom, tradition, social change etc. On the other hand if we look micro concept we can learned many small things which is very important for our life also. These are how to manage the good relations to the

family and others? To learn How to respect each other, How to manage time and reading culture? How to keep our health always healthy and how manage the sorrow, pain in our life? These are the very valuable and very necessary tips which we can learned from students. If we are able to follow these things we can make our life happy and success.

#### **4.9 Internet Access to the Students**

Basisahar is a semi urban city situated in the hill range. Majority of the local people involve in traditional agricultural works. There are no vast class discrimination. There are good environment to stay. In my cluster there are no proper facilities to Internet very weak coverage to networking. 50% students have no internet access to read. Teacher also suffering with lack of well internet access its very distroving factor to taking online classes. The government schools condition was very miserable in this area because there are no trained teacher to conduct online classes. Government schools students was out of range to use internet because they are very poor, they have no extra money to manage internet. So those students are very affected from covid-19. Marginalized parents also spending their life with many difficulties they have no enough food and well cloth to live.

## CHAPTER V

### SUMMARY AND CONCLUSION

#### 5.1 Summary of the Study

Novel Corona virus Covid -19 is new virus founded all over the world. This is very pandemic and highly transmitted diseases. It's started from china and spread all over the world rapidly. 124 million people are directly affected from corona, 2.74 Million people are dead among the world. Most of the country started to take vaccine against corona virus. In Nepal only 7 percent people take vaccine against corona virus-19. This study is about to know the educational condition and students presents academic condition of primary students. This is the descriptive research design was formulated with concepts that every students at community. Included making hypothesis I was spend almost 1 year in the entire work. Field work was conducted in Lamjung district Basisahar Municipality ward no. 8. Total schools are 6. Total primary students in the study area is 1046. Total 32 respondent were selected for the interviewed, 16 boys 16 girls all are in primary students 20 parents interviewed were conducted to find out the actual socio-economic condition of students. 10 informant interviewed were conducted.

In this study area boys and girls students are almost equal. There are mixed community in the aged distribution 7 years above students are 59.37 percent. In the caste distribution janagati are leading this study area 44.26 percent are janagati lived in this area. Chhetri are 20 percent, and bhahmin are 16.92 percent. Dalit are very less lived in this community. The health condition of students as well as parents are good because of good environment. This is semi urban area, there are managed piched road, clean drinking water, fresh air and situated to near the mountain. Agriculture is main source of income. Most of the parents doing their own hospitality business. Some of parents doing business and government job. They spend simple life all are spending happy life with joy. In the study area there are some people are affected from corona but no one cases found for death. The economic condition of parents were being worse because all hotels are closed. The hiking program also stopped. The violence condition also very minimum in this area only two cases found in this area. The expectation from local government is sanitizer hand wash, mask and

awareness program will need to manage. The local government want to facilitate to manage open all schools, exams and try to solve all problems which are related about everyday life.

The online learning process is going to better. Teacher, students were slowly improving to handling mobile, laptop and computer. All boarding school has managed to online classes. Private educational institution give more effort to manage all exams and entire study about all type of students. 50% students are actively participate in the on line classes. Students who are playing game and spend more time with mobile or laptop they have seen some health problem especially less vision, lazy eye and headache. Tentatively online study is effective to learn and teach to the students during pandemic period.

At last, primary students wants to join school without any fear. They want to fulfill their study. In the pandemic period students can't get proper advice and suggestion from school. There are some lacking, some gaping and misunderstanding shown between students and parents, school also. If all school teachers think seriously and manage online classes properly for them all hidden problems became solve. If the local government concern about the students future the dropout rate was decreasing but in the present condition in this academic year the dropout rate of primary students may increase. Students can't demand unnecessary things they need some pocket money and entertainment. They need proper caring, enough food and well environment for taking education. Students need proper advice and guidance for personal health, social security and awareness of violence. This is very normal but very importance for students for their bright future and being proper social citizen. If family member and school teachers neglect them students feel unsecure, loneliness, anxiety and irritating so don't neglect them to support, help and always care them for their bright future and better life.

## **5.2 Conclusion of this Study**

Based on this research study, in the context of Nepal. The effect of corona virus on education sector is very worse. Specially in Basisahar municipality -8 Lumjungdistrict. Students are suffering many problems and they feel unsecure. Major problems are lack of proper diet, educational materials, and good advice for the

students. On the other hand parents also spending their life with anxiety because most of them are jobless. All hotels are closed in the pandemic period the tourist is not coming for treks and visit. Parents will not able to manage and provide necessary things for their children. In this situation they need some support from local government. All schools are opened but students are not mentally free and feel secure from disease corona. They need psychological guidance proper advice as well as proper diet and educational equipment. If we manage these things students come back in school and read carefully. The academic year 2077 was fully affected in pandemic period, the private schools condition is little good to compare government. Private boarding school was started on lone classes but government school was not started on line class so this is lacking parts. Most of the government school was neglected about their responsibilities and duties. The monitoring factor also very weak so the public students faced many problems. Students forget many term of the study it's very hard to recover. The dropout rate in rural area is increased because of lack of proper guidance and academic condition.

In the Basisahar municipality wardno.8 area there are some good condition because most of the students was gone private school. Private school manage online classes in proper time with qualified teacher so that the academic course and exam should be managed in timed. On the other hand parents was not able to pay students fee properly. The local government try to solve the problem but they have many obstacle and legal condition. So they can't do their work what they actually want. Most of the primary students should manage the time to fulfill the lacking course. The government school need to do well management in all class, exam and they try to call students who leaved the school in lockdown period. Mostly affected are those parents who have own hospitality business. Students learning processing is not stopped its became some delay but the private school manage on line classes for the students so the students also actively participate the class and learned by on line. Although there are some problems like no sufficient network, internet and qualified teacher. They have faced some effect or results like eye problem, getting fat, laziness and feeling lonely ness also. It's also effect the socialization process of children which is very importance factor to their life span.

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**ANNEX**  
**SCHEDULE**

**Questionnaire schedule**

**Part 1: General Demographic Information**

1. Family Background

S n.	Name	Relation with HH head	Age	sex	Marital Status	Education	Occupation

2. How long have you been here?



3. Main cause to leave original place?



4. Any one of your family member lived in abroad?



5. What is the main income source of your family?



6. How is your neighbour's behaviour, activities?



**Part 2. Personal Detail / Caring factor.**

1. Do you have any disease or disabilities?

Yes      no

Explain detail if answer is yes.

2. Where is your school located?



3. How much time do you spent to go school?



4. What is the good things you found to your school?

1

2

3

5. When the school was opened for regular classes.



6. Are you satisfied with your family member who cares you?



7. Do you have partner to talk or visit?



8. How do you spend time when the school was closed for corona virus?

9. How many times your teacher was came to your house in luck down period?

10. Are you join online classes in the luck down period?



11. Do you have internet facilities in your house?



1 Do you have laptop, mobile for study on line classes?

13 Do you feel any violence and discrimination in your life?

If yes explain detail



14. Do remember your course which you did read after corona pandemic?



15. Do you able to cook food which you want to eat?

Yes            no            not allowed



16. Do you want to meet friend, relatives?

If yes

How many times do you meet your friend's relatives?



17. How to manage money if you want to buy something?



18 How to manage pocket money?



19 Are you satisfied about government scholarship?



20 Are you satisfied about your teachers work?



21 In your opinion, which type of program need to organise by school?



22 How you spending your time nowadays?



23 What is your main problems facing now?

1

2

3

4

24 What lesson do we learn from corona pandemic?



25 Is someone in your family are affected from corona virus



26 Do you wash your hand properly?



27 What is the caring factor from corona virus?



27. What is your aim, future plan what do you want to be?



28. Are you joining online classes regularly?



30. In your view how effected to conducting on line classes? What is the main problem to attend the class regularly?



### **Part 3. Key informant interview**

1. How to manage academic calendar?

)

2. Do you think? How to recover and manage the student's course?

)

3. How society play role what types of program need for primary students in pandemic period?

)

4. Do you have any plan for poor students?

)

5. Do you have any supportive program for the disable students?

)

5. Students are backbone of nation building. What's your plan to manage student's problems, and educational development?

)

6. The government school also conducting the on line classes in your ward?

)

7. How to manage the academic calendar? What's the role of government teacher to teach students?

### **Questionnaire schedule for parents are as following**

1. How many children do you have?

2. Do you fulfil all necessary good for them like food, cloth, shelter and stationary goods?

3. What's your regular income source?

3. What type of difficulty do you faced in pandemic period?

8. What do you think about children's education?

9. Is someone in your family member are affected from covid-19?

10. Do you have suffering any types of diseases?

11. Are you get some supporting materials from other in pandemic period?

In your opinion what the main affected things to your children from covid-19 lockdown period? 29.

12. What is your children's main problem to joined the on line class?

13. What is your opinion to do online classes to your children?

14. What type of major health problem seen to your children?