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## Social Institutions on Flexible Learning of Philippine History

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This study determined the contribution of Social Institutions on Flexible Learning of Philippine History in Bulacan Agricultural State College Main Campus during the second semester of Academic Year 2020-2021. With Quantitative method of research as research design and 238 students as respondents of the study, findings disclosed the students agreed that family had contributions on Flexible Learning of Philippine History. Likewise, these respondents agreed that the school had a contribution on their Flexible Learning of the subject. The students agreed that their peers had a contribution on their Flexible Learning of Philippine History in terms of academic support, personal support, positive interaction and acceptance of new challenges. Similarly, the students agreed that the community where they live had a contribution on their Flexible Learning. In the same manner, they agreed that the state had a contribution on their Flexible Learning. The academic performance of the students in Philippine History was described as “very satisfactory”. Based on the findings of the study, the conclusion that there is a significant relationship between Social Institutions (family, school, peer and state) on Flexible Learning and students’ academic performance in Philippine History was drawn. The higher the support from family, school, peers and state, the higher the grades of the students in Philippine History under the Flexible Learning environment.

**Keywords:** History, social institutions, education, learning, environment

### Introduction

The threat of Coronavirus Disease 2019 (COVID-19) Pandemic as a global health concern plagued the year 2020 with unprecedented difficulties in different spheres of human life especially in the education sector. Besides, the global education system experienced the challenges in adapting and transforming with the new and challenging situations to remain in the goal of providing quality education. Regardless of national lockdown and community quarantine to control the transmission of the virus, the “new normal education policy” had been taken.

CHED Memorandum Order (CMO) No. 4, series of 2020 entitled “Guidelines on the Implementation of

Flexible Learning” was formulated in order to have educational protocols for the Academic Year 2020-2021. This required the shift of educational paradigm among Philippine HEIs. The “new normal” set-up necessitates the collaboration among the stakeholders to strengthen the culture of sharing knowledge, resources and best practices. This also contained the flexible teaching and learning options for higher education programs by all private and public HEIs in the country. Correspondingly, CMO No. 4 defines “Flexible Learning” as a pedagogical approach allowing flexibility of time, place and audience, but not solely focused on the use of technology. CHED also clarified

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that the mode of teaching and learning, this may vary depending on the levels of technology, availability of devices, internet connectivity and level of digital literacy as long as it complements to the outcomes-based approach.

Nevertheless, the cases of COVID-19 in the Philippines were still on the rise. As of August 2020, when majority of the HEIs in the country started their Academic Year 2020-2021 with the “new normal” setting, the Department of Health (DOH) had recorded 209,000 total cases in the country. Bulacan Agricultural State College (BASC), as the institution’s academic year started on August 24, 2020, is a local state college without online modalities for the past 69 years since it was established and had opportunity to come up with Flexible Learning for its learners.

The college implemented the BASC Flexible Learning Plan (BASC-FLP) which was approved by the BASC Board of Trustees under BOT Resolution 20-1309 on July 31, 2020. BASC-FLP designated Flexible Learning for the Academic Year 2020-2021 that consist of a teaching strategy which is a combination of “Synchronous/On-Line” classes or the use of desktop, laptops, cellphones and other gadgets to timely meet the discussion of the instructor and “Asynchronous/Off-line” classes or the use of learning packets (e.g., learning modules, activity sheets and learning guides) based from the CHED Curriculum Standards.

Conforming to the previous passages, CHED released a COVID Advisory No. 7 entitled “Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs)” due to Flexible Learning for Academic Year 2020-2021. It emphasized that HEIs should consider their stakeholders in preparation of their continuity and contingency plan for the continuity of education despite the pandemic. Likewise, family, school, peers, community and state are the “Social Institutions” that

can be relied upon the stakeholders of the academe. However, various contributions from different Social Institutions at this time of distance and flexible-laden education shall continuously be assessed.

Amponsah, Milledzi, Ampofo and Gyambrab (2018) and Cadosales, Mastofske, Razonable, Sabroso and Trinidad (2017) affirmed the at-home parental involvement’s significant relationship in monitoring the students’ performance in school including academic achievement, school engagement and socio-emotional adjustment. Giving support to the mentioned assumption, the school also has strong influence in terms of students’ learning as Newchurch (2017) founded that parents and teachers collaborative strategies may represent best practices for developing the whole learner. The study also revealed that schools could use the communication strategies to increase parental support which could increase involvement.

Odo (2018) expanded the explanation on the assumption that Social Institutions must be assessed in order to see their contribution at this time of distance and flexible-laden education as he insisted that peers may have positive correlation on students’ learning after his study concluded that peer academic support is the best predictor of students’ learning. Further, peer influence had been proven to have an impact on student performance and shown that it has more powerful effects than the immediate family (Ali, Jusof, Ali, Mokhtar and Salamat, 2010).

As an aid to explicate the above premises, the conclusion of Luo, Zhang and Qi (2017) proposed that there is a strong relationship between students’ academic performance and community engagement because it can significantly strengthen students’ sense of membership and can drive students’ eagerness for learning and exploring wider areas.

It is in these premises, the study investigated the Social Institutions present among those citations in a single study in order to assess the extent of their contributions

as educational influencer among students on Philippine History through Flexible Learning.

## Objectives

The study focused on determining the contribution of Social Institutions on Flexible Learning of Philippine History in Bulacan Agricultural State College Main Campus during the second semester of Academic Year 2020-2021. In like manner, this study specifically aimed to:

1. Determine the contribution of family in Flexible Learning of Philippine History terms of academic ambition, involvement, time spent to student and guidance.
2. Determine the contribution of school in Flexible Learning of Philippine History in terms of governance, curriculum, teaching-learning and learning assessment.
3. Determine the contribution of peers in Flexible Learning of Philippine History in terms of academic support, personal support, positive interaction and acceptance of new challenges?
4. Determine the contribution of community in Flexible Learning of Philippine History in terms of support for historic sites and structures, promotion in appreciation of history and increase on the awareness of history?
5. Determine the contribution of state in Flexible Learning of Philippine History be in terms of governance and management, quality of teaching and learning and support for students.
6. Describe the students' academic performance in Flexible Learning of Philippine History?
7. Determine if there is a significant relationship between Social Institutions on Flexible Learning and the students' academic performance in Philippine History.

## Sampling and location of the study

For the time being due to pandemic times, the researcher performed purposive sampling for the student respondents. This sampling technique is a way of intentionally selecting the respondents based on their ability to give specific theme, concept or phenomenon (Robinson, 2014). For the sample size of student respondents, 30% from the total student population who have Philippine History course during the second semester of Academic Year 2020-2021 were requested to be the respondents of the study.

The researcher conducted the study in Bulacan Agricultural State College (BASC) Main Campus, Barangay Pinaod, San Ildefonso, Bulacan during the second semester of Academic Year 2020-2021. The focus of the study was to determine the contribution of Social Institutions on Flexible Learning of Philippine History in Bulacan Agricultural State College Main Campus during the second semester of Academic Year 2020-2021. In terms of its delimitation, the selection of respondents was limited, since it only covered students in different programs of BASC who were enrolled in Philippine History during the second semester of Academic Year 2020-2021.

## Methodology

### Research Design and Procedure

This study employed Quantitative method that involved collection, analysis and integration of quantitative (e.g., surveys) type of research.

The researcher personally administered the questionnaire in a form of link from the Google Forms to the group chats of each section via Facebook Messenger. Moreover, the researcher conducted the semi-structured interview through the use of internet generated platform (Google Meet).

In the quantitative data gathering, the utilized questionnaire was composed of a single (1) part which

was adapted from related studies and modified to fit the present study. This part of the questionnaire consists of five (5) sections represented by family, school, peers, community and state that gauged the extent of Social Institutions' contributions on Flexible Learning. Characteristically, each section contains subsections with the Likert scale questions for the survey. Specifically, the Likert scale questions were composed of 5-point scale: 5= *strongly agree*, 4= *agree*, 3= *neutral*, 2= *disagree*, and 1= *strongly disagree*.

As indicated above, the researcher made some revisions and modifications on the adapted questions for the instrument and this action was guided by his research adviser.

Otherwise, the survey questionnaire was pre-tested to the students who were not included as respondents of the study. Pre-testing was done to test the instrument for validity and reliability. Appropriate revisions were made before the actual gathering of data.

For the students' academic performance in Philippine History, the researcher coordinated to all instructors/professors of the said course in order to request for the soft copy of student respondents' numerical ratings for the prelim grading period during the second semester of Academic Year 2020-2021.

### Data Analysis Scheme

After retrieving all the responses from Google Forms, these were organized, tallied tabulated, and analyzed using statistical tools.

Descriptive statistics such as range, mean, weighted mean and standard deviation were computed to describe the students' academic performance.

Weighted mean was computed to describe the extent of the involvement of Social Institutions: family,

school, peers, community and state on Flexible Learning.

Pearson product-moment correlation coefficient analysis was applied to determine if significant correlations existed between the dependent (students' academic performance in Philippine History) and independent (extent of the involvement of Social Institutions on Flexible Learning) variables.

### Findings

#### *The Contribution of Family in Flexible Learning of Philippine History*

The family is one factor that highly influences the students' academic performance, thus the contribution of family in Flexible Learning of Philippine History in this study is measured in terms of the parents' academic ambition, involvement, time spent to students, and guidance.

The perceptions of the students as regards the contribution of family in Flexible Learning of Philippine History in terms of academic ambition, involvement, time spent to students and guidance are presented in Table 1:

<i>Family sub-variables:</i>	<i>Overall Mean</i>	<i>Verbal Description</i>
Academic Ambition	3.78	Agree
Involvement	3.75	Agree
Time spent to students	3.34	Neutral
Guidance	3.57	Agree

Results revealed that the students agreed that family's academic ambition, involvement and guidance had contributions on Flexible Learning of Philippine History. However, these respondents agreed nor disagreed that family's time spent to children had

contributions on Flexible Learning of the aforementioned subject.

The result implies that family's academic ambition creates a positive learning environment at home and this can potentially increase the students' academic performance, students need to be responsible about their studies and other types of academic work without the need of too much parental support, the time spent by the parents with their children should be intensified, and the guidance from the parent makes it possible for the children to cope with the new learning environment and makes them use of their time accordingly.

### ***The Contribution of School in Flexible Learning of Philippine History***

The task of the school is to deliver quality education despite the current situation and contribution of school in Flexible Learning of Philippine History is measured in terms of its governance, curriculum, teaching-learning, and learning assessment.

Correspondingly, the perceptions of the students as regards the contribution of school in Flexible Learning of Philippine History in terms of governance, curriculum, teaching-learning and learning assessment are presented in Table 2:

<b><i>School sub-variables:</i></b>	<b><i>Overall Mean</i></b>	<b><i>Verbal Description</i></b>
Governance	4.13	Agree
Curriculum	4.05	Agree
Teaching-learning	4.25	Agree
Learning Assessment	4.20	Agree

The students strongly agreed that the school in terms of teaching-learning had a contribution on their Flexible Learning of Philippine History. Meanwhile,

these respondents agreed that the school in terms of governance, curriculum and learning assessment had a contribution on their Flexible Learning of the subject.

This implies that students had recognized the challenges of the school and the teachers, Flexible Learning Modality ensures that students get enhanced engagement and well-being even without being physically present within the school, Flexible Learning has been successful since it has started due to a world-wide health concern as both the teachers and students adapted to the unusual situation with the help of the school, and students were assessed accordingly as based on the intended learning outcome as based on the Philippine History curriculum which is necessary to ensure the transfer of learning.

### ***The Contribution of Peers in Flexible Learning of Philippine History***

The contribution of peers in Flexible Learning of Philippine History in this study is measured through the academic support, personal support, positive interaction, and the acceptance of new challenges provided to the students.

In like manner, the perceptions of the students as regards the contribution of peers in Flexible Learning of Philippine History in terms of academic support, personal support, positive interaction and acceptance of new challenges are presented in Table 3:

<b><i>Peers sub-variables:</i></b>	<b><i>Overall Mean</i></b>	<b><i>Verbal Description</i></b>
Academic support	3.89	Agree
Personal support	3.60	Agree
Positive interaction	4.05	Agree
Acceptance of new challenges	4.09	Agree

The students agreed that their peers had a contribution on their Flexible Learning of Philippine History in terms of academic support, personal support, positive interaction and acceptance of new challenges.

This implies that it is essential that students pick their peers accordingly who will be of help in finishing all necessary tasks and academic related activities, students have developed a positive self-perception and acceptance of their individuality which lowers their level of anxiety allowing them to become more focused on their studies, a positive virtual ambiance and interaction with their classmates on their Philippine History class will help the students to achieve target outcomes and students may get positively involved in supporting their co-students towards learning a subject matter or in attaining target goals.

#### ***The Contribution of Community in Flexible Learning of Philippine History***

The community support to both the school and students is essential toward the Flexible Learning scheme. In this study, the contribution of community in Flexible Learning of Philippine History is measured in terms of support for historic sites and structures, promotion in appreciation of history and increase on the awareness of history.

The perceptions of the students as regards the contribution of community in Flexible Learning of Philippine History in terms of support for historic sites and structures, promotion in appreciation of history and increase on the awareness of history are presented in Table 4:

<b><i>Community sub-variables:</i></b>	<b><i>Overall Mean</i></b>	<b><i>Verbal Description</i></b>
Support for historic sites and structures	3.79	Agree
Promotion in appreciation of history	3.78	Agree
Increase on the awareness of history	3.76	Agree

Likewise, the students agreed that the community where they live had a contribution on their Flexible Learning of Philippine History in terms of support for historic sites and structures, promotion in appreciation of history and increase on the awareness of history.

This implies that as Community-Based Experiential Learning activities had been introduced, this makes it possible that in our local set up, the community can aid in the learning of the students, the experiences from these interaction and contact with historical sites and artifacts in their community allow the students to fully appreciate and understand the history embedded in each piece or location, and the students can get necessary materials like books, newsletters, or journals, as well as internet connection in the library to aid in their academics.

#### ***The Contribution of State in Flexible Learning of Philippine History***

The state has the largest contribution to the success of the Flexible Learning education system and this immensely affects the learning of Philippine History. In this study, the contribution of state as represented by the Commission on Higher Education (CHED) in Flexible Learning of Philippine History is measured in terms of governance and management, quality of teaching and learning, and support for students.

Withal, the perceptions of the students as regards the contribution of CHED in Flexible Learning of Philippine History in terms of support for historic sites and structures, promotion in appreciation of history and increase on the awareness of history are presented in Table 5:

<i>State sub-variables:</i>	<i>Overall Mean</i>	<i>Verbal Description</i>
Governance and Management	4.03	Agree
Quality of teaching and learning	4.02	Agree
Support for students	3.94	Agree

Similarly, the students agreed that the state had a contribution on their Flexible Learning of Philippine History in terms of governance and management, quality of teaching and learning and support for students.

This implies that CHED provides sources for its students to help them learn at home safe on their Philippine History class, through Flexible Learning, CHED has provided an effective curriculum and effective measures for the quality of teaching and learning in Flexible Learning that complies with the standards set by both parents and teachers to assume that quality instruction is provided to their children, and CHED provides support for marginalized communities and gives merit to bright students who deserve scholarships.

### ***The Students' Academic Performance in Philippine History***

Table 6 exhibits the academic performance of the students in Philippine History:

<i>Grade</i>	<i>F (N=90)</i>	<i>Percent</i>	<i>Verbal Description</i>
90 and above	72	30.25	Outstanding (O)
85 – 89	42	17.65	Very Satisfactory (VS)
80 – 84	46	19.33	Satisfactory (S)
75 – 79	78	32.77	Fairly Satisfactory (FS)
74 and below	0	0.00	Did Not Meet Expectations (DNE)
Range		75 – 98	
Mean		85.01	
Verbal Description		Very Satisfactory (VS)	
Standard Deviation		6.82	

It can be noted from the table, almost one-third or 32.77 percent of the students obtained grades that lie within the bracket of 75 to 79. On the other hand, a considerable portion or 30.25 percent of the respondents received grades that lie within the highest bracket of 90 and above. Meanwhile, almost one-fifth or 19.33 percent obtained grades from 80 to 84 while the remaining 17.65 percent got grades from 85 to 89.

Further perusal of the same table reveals that the grades of the students in Philippine History ranged from 75 to 98. The mean was recorded at 85.01 which is verbally described as “very satisfactory”. Meanwhile, the standard deviation which measures the spread of the students’ grades from the mean was registered at 6.82. This result discloses that approximately, 162 students obtained grades within the bracket of 78 to 92. Further, this indicated that the grades of the students in the aforementioned subject are heterogeneous.

### *Relationship between Social Institutions on Flexible Learning and Students' Academic Performance in Philippine History*

In this part of the study, the results of the Pearson product-moment correlations coefficient analysis which was done solely to determine if significant relationship existed between Social Institutions on Flexible Learning and students' academic performance in Philippine History are summarized in Table 7:

<i>Social Institution</i>	<i>Correlation Value</i>	<i>Probability Value</i>	<i>Interpretation</i>
Family	0.164	0.010	Highly Significant
School	0.255	0.000	Highly Significant
Peers	0.217	0.001	Highly Significant
Community	0.008	0.897	Not Significant
State	0.193	0.003	Highly Significant

Legend: Highly Significant: Probability Value  $\leq 0.01$   
Not Significant: Probability Value  $> 0.05$

It can be inferred from the table that a highly significant relationship was found between the Social Institutions on Flexible Learning such as family ( $p=0.010$ ), school ( $p=0.000$ ), peers ( $p=0.001$ ) and state ( $p=0.003$ ) and the academic performance of the students in Philippine History. This highly significant correlation was brought about by the fact that the computed probability values for these variables are smaller than the 0.01 level of significance.

Further examination of the table shows that direct correlation was found between the aforementioned variables as manifested by the positive sign of the correlation values that ranged from 0.164 to 0.255.

This result implies that as the level of support from Social Institutions on Flexible Learning such as family, school, peers and state increases, the level of students' academic performance in Philippine History also increases.

These findings indicate that family, school, peers and the state have a great positive influence on the students' academic performance in Philippine History. Additionally, this implies that in these pandemic days, the support of the Social Institutions play a significant role for the students to attain higher grades in Philippine History.

In accordance to the present findings, Olalekan (2016) affirmed that it is generally observed that peer group has a lot of influence on students' performance in school. This is seen from the role played by the peer group in the life and learning of a child, evidence abound that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is highly interested and motivated to study would have a positive effect on a dull member towards learning and stimulate his/her interest on learning.

### **Conclusions**

Based on the findings of the study, the conclusion that there is a significant relationship between Social Institutions (family, school, peers and state) on Flexible Learning and students' academic performance in Philippine History was drawn. The higher the support from family, school, peers and state, the higher the grades of the students in Philippine History under the Flexible Learning environment.

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## Transition Challenges in Rural India: Exploring Perspective

Dr Nazeerudin<sup>1</sup>

Rural India is undergoing a sweeping transformation. The narratives of this transformation range from exciting stories of ‘rural resurgence’ and rapidly expanding rural consumption to acute agrarian distress and large numbers of farmers committing suicide. Contemporary rural India actually is vastly complex, subject to several new forces of change, and does not fit neatly into any of these characterizations. Greater exposure raises rural aspirations for a better quality of life and arouses appetite for consumer goods. Recent data show that rural monthly per capita consumption expenditure (MPCE) grew at a rapid 5.5 per cent a year between 2009–10 and 2011–12 (NSSO 2012). While average rural MPCE remains about half of urban, the growth in rural income and expenditure is reflected in a sharp drop in rural poverty to less than 26 per cent from 34 per cent in just two years. With its growing purchasing power, the rural market is no longer a residual retail market. Products are being designed to cater specifically to rural demand. Rural India is making its presence felt. In the above backdrop, This paper made an attempt to briefly review the Contribution of India’s, Rural Economy and also examine the Dynamics of Rural transformation Further it identifies the Common Challenges faced by Rural Agriculture Economy and explore ways to face Transition Challenges along with Government initiatives. Finally argued for need for structural changes in rural economy. A descriptive and explorative methodology is followed.

**Keywords:** Rural India, Economy Transformations, Transition, Challenges

### Introduction

India is predominantly a rural country with two third population and 70% workforce residing in rural areas. Rural economy constitutes 46 per cent of national income. Despite the rise of urbanization more than half of India’s population is projected to be rural by 2050. Thus, growth and development of rural economy and population are a key to overall growth and inclusive development of the country.

### The Importance of the Rural Sector

India remains mainly rural. Although economic development has changed the composition of the

population, with the urban population growing at a faster pace than the population as a whole, about two-thirds (64% in 2006) of the population of ADB’s developing member countries (DMCs) live in rural areas and even in 2015, about 58% of the population would continue living in rural areas. In addition, as argued that, rural populations suffer from greater deprivations than the rest, calling for more attention to their needs to reduce disparities and prevent social strife and instability.

The two features of structural transformation visible in

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India are an increase in the overall gross domestic product and per capita incomes, enabled by the shift away from agriculture to other sectors or occupations with higher productivity; and greater urbanization. An attempt is made to examine the emergence of small towns or urbanized villages in Gujarat and Rajasthan. The states depict a disparate pattern of rural economic transformation and varying levels of urbanization. The emerging urban hierarchy is contextualized within the process of economic growth and transition, and the composition of urban growth along with the location features of the emerging towns is studied. The underlying causes responsible for the nature of urban growth in the two states highlight the need for a regional focus of policy.

However, Rural India is going through a period of widespread transformation. This transformation is represented by the declining growth rate of the rural population, various forms of agrarian distress and a considerable number of farmer suicides, increasing rural to urban migration, and the declining growth rate of agricultural output. Thus, no serious attempt has been made to analyze and understand the transition in India's rural economy.

The contribution of the rural areas in economy of India for the period 1970-71 to 2011-12 is seen from its share in national output and employment.

**Table no 1 Share of rural areas in total NDP and workforce**

Year	Economy	Workforce
1970-71	62.4	84.1
1980-81	58.9	80.8
1993-94	54.3	77.8
1999-00	48.1	76.1
2004-05	48.1	74.6
2011-12	46.9	70.9

These evidences in the above table show that urban economy overtook rural economy in terms of output but urban employment is less than half of the rural employment. This has serious implications such as wide disparity in worker productivity between rural and urban areas. decline but its pace did not match with the changes in its share in national output or income. The declining contribution of rural areas in national output without a commensurate reduction in its share in employment implies that a major portion of the overall economic growth in the country came from the capital-intensive sectors in urban areas without generating significant employment during the period under consideration.

**Table No 2 Sector–Wise Growth rates (Per cent Per annum, constant prices 2011-12) during 2014-15 to 2018-19**

Sector	Growth rate during 2014-15 to 2018-19
Agriculture, Forestry and Fishing	2.94
Industry	6.42
Construction	4.76
Services	6.38
Gross Value Added	5.85

The growth rates by and large show lackluster performance of the economy with the agriculture sector as usual being at the lowest rung. This has been the case since independence despite priorities being given to this sector. While major strides have been made such as green and white revolution, the agrarian crisis has always been a serious cause of concern attracting nationwide attention and leading to frantic discussions in the state and union legislatures. With agriculture appearing to be a failing economic activity, in order to salvage the situation, the government in its interim Budget 2019-20, announced an income support scheme Pradhan Mantri Kisan Sanman Nidhi or PM Kisan which provided direct income support of Rs 6,000 per year to farmers who have up to 2 hectares of land. Thus The low incomes of marginal and small farmers which constitute 86.22 per cent of holdings

probably explains the low growth rate in the agricultural sector which is therefore ailing for suitable economic policies that are sustainable.

## Dynamics of Rural transformation

Needless to state, India's agricultural sector has gone through massive reforms with both input and output subsidies being an important part of the government budget. But the crisis in this sector have perpetuated despite a seven decade or so journey since independence. With the Platinum jubilee year of Indian independence knocking at the door, the government is attempting to place the farmers at the centre stage of India's mandate, and set a target of doubling farmers' income by the year 2022 in real terms, with 2015-16 as the base.

## Rural\_transformation\_trends and driving forces

- Population growth
- Climate change and resource degradation
- Globalizations
- Urbanizations and rural-urban linkages
- Migration and mobility
- Agricultural modernization

The complexity of the rural transformation process calls for multi-layered governance and new forms of technical and financial assistance. The international debate on the structural and political changes in rural areas is vivid and ongoing. There are many international working groups and forums, with different constituencies and mandates that explore the central and unifying role rural transformation plays in the implementation of Agenda 2030. Irrespective of the definitional nuances, there is consensus that rural transformation is a complex and on-going process in the rural space in all countries. The effects of this process extend beyond the transformation of the agricultural sector and even beyond economic

transformation and with some quite negative effects in many low- and middle-income countries.

However, the direction and effects of these rural transformation processes can be shaped and steered to prevent and mitigate negative effects and produce outcomes that are beneficial for rural populations on a national and sub national level. The process of rural transformation must thus be addressed by a policy agenda aimed at making rural transformation ecologically more sustainable and socially inclusive.

### **Some Challenges faced by Rural Agriculture Economy**

- Lack of protective irrigation in several states and failure of monsoons.
- Price Crash due to maximum crop harvesting.
- Agricultural commodities are not only perishable but also have low income and price elasticity of demand.
- Increase in production may lead to fall in prices which again lead to fall in income.
- Agriculture subsidies are inflicting significant damage on different aspects of the economy.
- Whenever there is a price rise in any agricultural commodity, the government imposes restrictions on exports to protect Indian consumers. It creates hindrances for farmers taking advantage of high prices in foreign markets.
- Due to restrictions imposed by Agricultural Produce Market Committee Acts Indian farmers today can only sell their produce at Farm gate or local market (haat) to village aggregators, APMC mandis and to government at the minimum support price (MSP).
- The lack of skills and technical knowledge appear to be the main barrier for rural workers to enter manufacturing sector.

Rural India has been experiencing a sweeping transformation characterized by socio-economic

improvement, accompanied by the assimilation of non-farm economy as the emerging phenomenon in occupational diversification. So we can say that India's rural areas are not just merely dependent on agrarian occupation due to the rapid structural transformation at the village.

### **Ways to Address the Transition Challenges**

- To effectively address the process of rural transformation, a higher level of policy coherence between the desired overall development path and agriculture, food security and nutrition policies will be required.
- Special attention must be paid to link sectors like basic services (energy, infrastructure etc.) with economic opportunities within and outside agriculture.
- Moreover, inclusive transformation can only be shaped successfully when associated with the establishment of multi-level governance structures that support and manage social, environmental and economic development in an appropriate equilibrium and thrive for inclusiveness.
- Developing adequate policy solutions in a phased approach based on available capacity and finance can be thought of as "ARD+" whereby the plus stands for policy fields that are intrinsically linked to agricultural policies and that have potential synergies that should be exploited to achieve the kind of multi-sectoral and holistic approaches that are needed to address the challenges developing rural areas in the light of rural transformation processes.
- Precision agriculture through use of drones, sensors, robotics, etc will be a game changer for Indian agriculture and finally through a multiplier impact, change the face of the rural sector.

- As agriculture becomes more advanced, it will serve as a catalyst to stimulate the secondary and tertiary sector. Hence doubling farmers' income should be seen as a short term measure to ease the distress in rural areas.
- The medium term solution must be to make rural areas an engine of growth which must be broader based and not concentrated only in certain geographic locations.
- There is huge mismatch between the availability of different branches of education and requirement. The education system must therefore cater to the needs of the economy and vocational training must be given priority.

### Government initiatives for Rural India Transition

The process of liberalization has led to many domestic producers being unable to survive in the face of foreign competition while technology has made several jobs redundant. The Indian workforce is however dominated by youth population which will continue to be young for several decades to come. The government has tried to address the above issues in Budget 2019-20 as sops have been provided to sectors which have high job potential.

- Maximum thrust has been placed on infrastructure in all fundamental sectors with a view to create more job opportunities and also a new class of entrepreneurs which in turn will generate more employment. Multiple labour laws are likely to get streamlined which will ease the labour market.
- Schemes such as **Pradhan Mantri Ujjwala Yojana launched in 2016** to provide free clean cooking gas connections for the poor are being greatly promoted.
- The Centre has also set a target to provide clean drinking water for all by 2024.

- The rural road scheme is a key feature of the budget and 125,000 kms of roads over the next five years are likely to get upgraded.
- Thus roads will help to create market access for agricultural produce and the budget will further facilitate the setting up of 10,000 Farmer Producer Organisations in the next five years.
- Artisans and skilled entrepreneurs in farm sectors will be given required training through technology incubators.

Hence boosting of the agricultural sector through increase in productivity and remunerative prices will augment farm incomes.

### Summing Up

Rural transformation is more of a dynamic and relative concept as compared to the more linear concept of rural development. The rural transformation discourse has particular relevance to the social change theory. Applied to agrarian-based rural India, it provides a conceptual framework for examining the transformations that have been taking place in the economy, demography, migration patterns, labor market, lifestyles, and other aspects of rural India. The ongoing process of rural transformation involves changes in the various aspects of rural life—including socio-economic and political changes, and the ultimate goal of these transformations should be to promote rural development.

It has been argued that Indian government's economic liberalization policies are the central factor responsible for the declining importance of the agricultural sector and the country's unprecedented agrarian crisis that has led to the diversification of livelihoods from the agricultural to non-agricultural sectors and to food insecurity. Since agriculture has been the backbone of India's national economy, the country's agrarian crisis has adversely affected the growth of the GDP, the proportion of the population dependent on agriculture for their livelihoods, the real wage rates of agricultural

labor, farm mechanization, and suicide rates among peasant farmers.

Therefore, the Indian agriculture is going through a transition that has involved a significant transformation of the rural economic structure. Thus, structural changes in rural India are transforming both the farming and non-farming sectors of the agricultural economy as well as the direction of development in this sector of India's national economy.

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## How the Pandemic has Changed the World's Socio-Economic Conditions: Special Reference to South Asia

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The infectious virus first appeared in late December 2019 in Wuhan, China, and this pandemic (COVID-19) quickly spread to other cities in China and over 200 countries worldwide by April 25, 2020 (2020, Chen et al.). This has impacted lives and livelihood all around the world, due to stringent lockdowns and other measures to contain Covid-19, the global economy has faced a serious breakdown. Although its negative effects can be seen worldwide it has impacted the South Asian region differently due to its unique socio, cultural, economic, and political conditions. In terms of health infrastructure, South Asian countries are lagging behind their western counterparts. And the impact of the pandemic was disastrous. Even the best countries in terms of health infrastructure (like Italy) were unable to withstand it and were helpless in the face of this virus, meanwhile, India produced a vaccine named “Covaxin” against Covid-19, again becoming a global leader in vaccine manufacturing. In general, we cannot say that there is a direct correlation between the better facility and low fatality against Covid-19. Another impact was seen on migration and migrants' livelihood, as a large chunk of the population of South Asia lives outside their homelands for better job opportunities began returning to their homeland. This was not seen only in inter-regional migration but also in intraregional migration but the whole South Asian region cannot be generalized into one due to many reasons as disparities can be seen in terms of geography, economy, political, culture, infrastructure, etc. In this context, this paper examines the impact, risks, and challenges of Covid-19 on key socio-economic sectors including agriculture industries rural and urban settlements, migration and migrants, tourism. And at the end, we will try to find out the best possible way to come out of this crisis.

**Keywords:** COVID-19, Pandemic, Socio-economic, Migration, Agriculture, South Asia

### Introduction

The expansion of COVID 19 poses the greatest threat not only for the world economy, but also for living and livelihoods. What started as a health shock has now grown into Global crisis. Strongly globalized and networked the world is in a state of unprecedented economic growth recession (Ozili and Arun 2020). COVID 19 has become a new global systematic economic risk as almost all economies are affected no

matter how small or big it is, it's in the world. The economies of the all the nation is connected to each other because of the advanced globalization, economic integration, network between different economic sectors of the Economy or country is currently affecting other sectors. So first thing we should know about the Coronaviruses and its effects.

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Coronaviruses are a kind of virus. There are many unique kinds and a few cause sicknesses. A coronavirus diagnosed in 2019, SARS-CoV-2, has induced an epidemic of breathing contamination, referred to as COVID-19. As of now, researchers recognize that the coronavirus is unfolded via droplets and virus debris launched into the air while an inflamed individual breathes, talks, laughs, sings, coughs, or sneezes. Larger droplets might also additionally fall to the floor in some seconds however, tiny infectious debris can linger in the air and acquire in indoor places, specifically wherein many humans are present and there's negative ventilation. This is why mask-wearing, hand hygiene, and bodily distancing are crucial to stopping COVID-19. The first case of COVID-19 become stated on Dec. 1, 2019, and the purpose become a then-new coronavirus later named SARS-CoV-2. SARS-CoV-2 might also additionally have originated in an animal and changed (mutated) so it may purpose contamination in humans. In the past, numerous infectious sickness outbreaks had been traced to viruses originating in birds, pigs, bats, and different animals that mutated to turn out to be risky to humans. Research continues, and greater research might also additionally display how and why the coronavirus advanced to purpose pandemic sickness.

Countries across South Asia are experiencing a new and deadly surge of COVID-19. The region, home to almost 2 billion people, now accounts for half of all new, known infections globally (<https://www.unicef.org/rosa/racing-respond-covid-19-crisis-south-asia>). The countries of South Asia include Sri Lanka, India, Bangladesh, Bhutan, Nepal, Pakistan, and the Maldives.

South Asia is one of the poorest regions in the world: about one-third of the World's poor live in this region with about 70 percent living in rural areas and primarily dependent on agriculture. Before the COVID-19 pandemic, 649 million people in South Asia were moderately or severely food insecure and

271 million were severely food insecure. Similarly, 36 percent of the children were stunted and 16 percent were acutely malnourished. The situation is likely to worsen further due to the effect of COVID-19 (Rasul, 2020).

COVID-19 has left long-term scars on the region's economy, the impacts of which can last well into the recovery. Many countries experienced lower investment flows, disruptions in supply chains, and setbacks to human capital accumulation, as well as substantial increases in debt levels. The pandemic is estimated to have caused 48 to 59 million people to become or remain poor in 2021 in South Asia (<https://www.worldbank.org/en/region/sar/overview#1>) and the coming of new variants like omicron has started questioning the preparedness of upcoming situations.

In this context, this paper examines the impact, risks, and challenges of Covid-19 on key socioeconomic sectors including agriculture industries rural and urban settlements, migration and migrants, tourism. And at the end, we will try to find out the best possible way to come out of this crisis.

### **Study Area**

South Asia is the southernmost part of Asia, characterized both geographically and ethnographically. The countries of Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka make up the region. The Indian Plate dominates the topography, which is mostly defined by the Indian Ocean on the south and the Himalayas, Karakoram, and Pamir ranges on the north. The Amu Darya River, which springs north of the Hindu Kush, forms part of the country's northwest boundary. South Asia is bordered on the land (clockwise) by Western Asia, Central Asia, East Asia, and Southeast Asia.

South Asia spans 5.2 million km<sup>2</sup> (2.0 million sq mi), accounting for 11.71 percent of the Asian continent

and 3.5 percent of the global land surface area. South Asia has a population of about 1.891 billion people, or roughly one-fourth of the world's population, making it the world's most populous and densely populated geographical region. It is home to a diverse population, accounting for 39.49 percent of Asia's population and over 24 percent of the world's population. India has the region's largest economy (US\$2.957 trillion) and accounts for about 80% of the South Asian economy; it is the world's fifth-largest in nominal terms and third largest in terms of purchasing power parity (US\$10.385 trillion). India is a member of the G-20 major economies and the BRICS (Brazil, Russia, India, China, and South Africa) from the region. It is the world's fastest-growing major economy and one of the fastest in the world, with a growth rate of 7.3 percent in FY 2014–15.

Bangladesh is the third-largest economy in the area, with a GDP of \$378.656 billion and a GDP per capita of \$2214. It boasts Asia's fastest GDP growth rate. It is one of the world's developing and fastest-growing economies, as well as one of the Next Eleven countries. It's also one of the world's fastest-growing middle-income nations.

### **Objectives of the Study**

The main purpose of this study is to examine the effects of this deadly pandemic (COVID-19) on the South Asian society, as the effects may be of economic, social, behavioural, infrastructural, etc. Here we will analyse the following:

1. To examine the economic conditions pre and post COVID-19.
2. To see the social conditions pre and post COVID-19

3. To see the infrastructural preparedness to fight against the pandemic
4. To see the migration pattern and effect of COVID-19 on Migrants' livelihood
5. To analyse how social security plays a role during the pandemic.

### **Data Source and Methodology**

In this study data from different sources are used to analyse the effects of COVID-19 on economy, society, demography or we can say Humans' livelihood as a whole. For economic impacts which would include migration pattern and infrastructural preparedness, we use data on GDP, Workforce, Employment, as well as migration. This data would be collected from International monetary fund, World Bank, International Labour Organisation and from many reports which publishes authentic data on this premises. For societal change we would prefer journal articles along with some case studies and their stories.

### **Discussion**

#### **Economic impacts of covid-19 Pandemic in South Asia**

To contain the spread of COVID-19 South Asian countries took various stringent measures like complete lockdown which includes closure of offices, restaurants, hotels, schools, colleges and education institutions, international borders, suspension of visas, imposition of complete international and domestic travel bans, and ban on public gatherings; these measures helped many countries to reduce the severity of the Pandemic but it adversely impacted the economy of the nation's specifically which are developing and underdeveloped ones and changed the whole economic scenario in just a year or two. This could be analyse from the table -1

**Table 1: Important economic indicators of South Asian Nations**

Country	Real GDP growth (annual % change)			Inflation (% change in consumer prices)			Current account balance (% of GDP)		
	Actual	Projections		Actual	Projections		Actual	Projections	
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Afghanistan	3.9	-5.0	4.0	2.3	5.4	4.8	11.7	9.5	7.8
Bangladesh	8.2	3.8	4.4	5.5	5.6	5.9	-1.7	-1.5	2.8
Bhutan	3.8	0.6	-0.5	2.6	3.6	4.6	-22.5	-21.4	-13.5
India	4.2	-10.3	8.8	4.8	4.9	3.7	-0.9	-0.3	-0.9
Maldives	5.7	-18.6	12.7	1.3	0.4	2.7	-26.0	-31.8	-17.0
Nepal	7.1	0	2.5	4.6	6.4	6	-7.7	-2.5	-7.0
Pakistan	1.9	-0.4	1.0	6.7	10.7	8.8	-4.9	-1.1	-2.5
Sri Lanka	2.3	-4.6	5.3	4.3	4.7	4.6	-2.2	-3.6	-3.2

Sources: Internal Monetary Fund, 2020.

From table-2, these following could be the results that we can make out

### **Declining GDP Growth:**

Pandemic Still is there. The actual economic impacts are not yet fully understood, various forecasts are made by South Asian countries experience the worst economic performance in the last 40 years during COVID-19 pandemic. The magnitude of the economic effect Depending on the duration and severity of the health crisis. The duration of the blockade and the method of the situation expands when the lockdown is released. By International Financial fund forecast, South Asian countries are expected to be in the -18% range (Maldives). In the year 2020, GDP growth rate will be 3.8% (Bangladesh), and for the remaining 5 countries is expected to have a negative growth trajectory (Table-1). Sudden fall GDP or negative GDP growth means an important proportion of the population will lose income during 2020.

### **Inflation: South Asian countries**

Due to the slightly higher inflation rate in 2020 is the impact of COVID-19. Except for Pakistan (10.7%), all other South experienced lower inflation in Asian countries (0.40% in Maldives and 6.4% in Nepal) in 2020, which is comparable to the inflation rate in 2019 (Table 1). Currently all account balances (% of GDP) are expected to be negative for South Asian countries in 2020, except Afghanistan. But it is expected to be slightly lower than 2019 because of the many reasons some of them are the collapse of oil prices and the disruption of the global economy supply chain, imports are expected to decrease even more exports are lower than most countries. South Asia is a net importer of oil, with oil accounting for the largest share import bills. Imports goes down but that does not mean improvement in our economy that is because of the global restrictions on the movements of goods due to COVID-19 pandemic, this actually slow down the economy as it did not provide momentum to increase in exports.

Manufacturing sector gets a triple hit

1. Direct stock interruptions impeding creation since the infection is centered around the world's manufacturing heartland (Asia), and spreading quick in the other modern economies –the US and Germany.
2. Supply chain contamination will intensify the immediate stock shocks as assembling areas in less-impacted countries think that it is more diligently or potentially more costly to gain the vital imported modern contributions from the hard-hit countries, and thusly from one another.
3. Demand interruptions because of (1) macroeconomic drops in total interest, for example downturns, and (2) preparatory or keep a watch out buy delays by purchasers, what's more speculation delays by firm.

Social distancing keeps individuals from working and consuming-through in nearness to one another. Three kinds of exercises are quickly impacted: aggregate high-thickness creation, which is a part of many assembling manufacturing plants where labourers need to work intently together; aggregate high-thickness utilization, which is a part of numerous administrations exercises, similar to diversion (sports, music, and films), cafés, and travel, where purchasers need to get together; and general creation and utilization, which includes providers meeting buyers, which is a part of individual consideration, medical services, cafés, and a few kinds of retail, in all this impacted the economy as a whole.

### **Impact on Migration**

Migration and the subsequent remittances is one of the significant wellsprings of jobs for a large number of vulnerable families in the region (KNOMAD, 2020; World Bank, 2020c). The remittances from migrant workers fills in as a life saver for their families and as a significant wellspring of foreign currency, which contributes essentially to the public economy. For example, in Nepal, remittances contributes around

27% of the public GDP (2019). India is the biggest recipient of worldwide remittance, not just in the area however internationally, with US\$ 83 billion out of 2019. Remittances is additionally a significant wellspring of family pay in other South Asian nations where the settlement GDP proportion was 8.2% in Sri Lanka, 7.9% in Pakistan, 5.8% in Bangladesh and 4.6% in Afghanistan in 2019 (World Bank and KONOMAD, 2020).

## **Inadequate Social Security Coverage**

South Asian countries are more susceptible to the unknown communicable disease which was spreading at a rapid pace. Nobody knows how to tackle it and in this scenario health infrastructure was also not so good which leads to a helpless situation. From the given table-2 we can analyse the public health spending which is a very crucial part of imparting health infrastructure to the common people of the society.

**Table-2: Basic facilities in health sector and Social Security Coverage in South Asian countries**

Countries	Public health exp (% GDP)	Basic sanitation services	Employment with social security	Employment without social security	Potential job losses (million)
Afghanistan	0.49	38.75	3.7	96.3	12.37
Bangladesh	0.47	43.78	2.5	97.5	
Bhutan	2.49	65.67	14.00	86.00	
India	0.91	50.48	10.3	89.7	112.8
Maldives	5.21	96.2			
Nepal	1.00	51.28	3.4	96.6	2.27
Pakistan	0.72	54.45	3.9	96.1	11.71
Sri Lanka	1.62	93.41	24.1	75.9	0.92
World	5.8	69.94	41.3	58.7	

Sources: ESCAP, 2020.

Table 2 explains that there is very less amount of expenditure of GDP is done on public health along with the social security which says that very few percentage of people is covered under social security this makes the situation more vulnerable and people are more prone to job loss. Without social security

people stake their life at stake in this pandemic situation and this could be seen with the following table-3 which shows the ranking and score of South Asian countries on the global health social security front.

**Table-3: Health security ranking and score of South Asian countries.**

Countries	Global health security rank and score*	
	Rank	Score
India	57	46.5
Bhutan	85	40.3
Pakistan	105	35.5
Nepal	111	35.1
Bangladesh	113	35.0
Sri Lanka	120	33.9
Maldives	121	33.8
Afghanistan	130	32.3

Source and notes: Higher the score better (lower) the rank. Score is 0–100. 100 is the best health security condition. The rank and scores are based on the following criteria: **A)** Prevention of the emergence of release of pathogens; **B)** Early detection and reporting for epidemic of potential international concern; **C)** Rapid response to and mitigation of the spread of an epidemic; **D)** Sufficient and robust health system to treat the sick and protect health workers; **E)** Commitment to improving national capacity, financing and adherence to norms, and **F)** Overall risk environment and country vulnerability to biological threats. source: Babu et al (2020)

The following table (Table 3) shows the average score of Global Health Security (GHS) index for South Asian countries. The global average of the GHS score is 40.2. Among the South Asian countries, India and Bhutan are above the global average while the remaining countries (Pakistan, Nepal, Bangladesh, Maldives and Afghanistan) are below the global average score. This shows the global position of South Asian countries on the global health security status in the global context which imparts that we as a South Asian nations are very much behind many nations of the world.

### **Impact on Agriculture**

The susceptibility and vulnerability of agricultural value chains to COVID-19

- Factors that make farm households, food enterprises and value chains more vulnerable to the impacts of COVID-19, particularly short-term episodes of large numbers of prime-age adults being unavailable for work; this might apply to time-critical agricultural tasks like planting or harvesting.
- In South Asia, majority of the rural population depend on agriculture and agri-related activities. Agriculture in this region is labor intensive and employs over 50% of the respective countries' labor force. Because of its high labor intensity, agriculture based rural economy and livelihoods are disrupted by COVID-19
- Most affected sub-sectors are fruits, vegetables, poultry and dairy.
- Similarly, dairy farmers could not sell milk; beekeepers could not migrate their bees for spring blooms or get buckets for collection/storage of harvested honey and perform honeybee colony multiplication work/ queen rearing, and people could not collect/harvest non timber forest products (NTFPs) either

### **Socio-Cultural Impacts**

- Physical isolation caused by the lockdowns has impacted social relationships, social interactions and shed light on deep-rooted social norms.
- The negative psychological impacts of the pandemic and measures to contain it are raising concerns about mental wellbeing, especially that of senior citizens, frontline healthcare providers, and individuals with existing health problems.
- Many students whose campuses are closed find themselves stranded, often very far from their homes and many express a sense of hopelessness.
- Closure of schools has also denied to children of poorer households, access to mid-day meals which could have adverse effects on nutrition, resulting in increased rates of stunting.
- It is also reported domestic abuse of women has sharply increased during the lockdown period in many parts of South Asia.

### **Infrastructural hurdles**

- The South Asian nations do not have robust national plans, guidelines or laws that account for the surveillance and control of multiple zoonotic pathogens of concern for public health.
- Most nations in the region have a poor allocation of resources to health security.
- Although laboratory systems test some pathogens of importance, they cannot test them all.
- The South Asian countries have a shortage of health workers and have less than one field epidemiologist per 200,000 people.

### **Measures to contain the epidemic**

South Asian nations started mediations as soon as February and March 2020 to handle the COVID-19 pandemic. All nations set up measures to limit approaching outsiders, did not license unfamiliar travel, air travel was suspended, and the people who gone to different nations were relied upon to isolation

for the number of days determined by the country. The subtleties of the course of events what's more degree of early reaction in the locale are given in Table 4. Regardless of helpless pandemic readiness, South Asian nations mounted a sensibly decent reaction against the COVID-19 emergency.

**Table-4: Response against COVID-19 in South Asian countries.**

Timeline and extent of early response against the coronavirus disease 2019 (COVID-19) pandemic in South Asian countries.

Country	Airport screening initiated	Quarantine initiation	Lockdown initiation	Duration of lock
India	31 January 2020	26 January 2020	25 March 2020	75 days
Pakistan	24 January 2020	28 March 2020	No national lockdown	-
Bhutan	6 March 2020	16 March 2020	24 March 2020	21 days
The Maldives	26 January 2020	10 March 2020	16 April 2020	-
Bangladesh	22 January 2020	9 March 2020	26 March 2020	50 days
Sri Lanka	27 January 2020	13 March 2020	18 March 2020	52 days
Nepal	End of February 2020	Mid-February 2020	19 March 2020	-
Afghanistan	25 January 2020	-	28 March 2020	-

This table shows the timeline of when various interventions were adopted in each country as a measure to reduce the number of people contracting COVID-19, nation internationally.

Along with the lockdowns, guidelines on social distancing, compulsion on wearing of mask is also made to contain the spread of the deadly virus.

Developing Countries: An Example to look upon Europe has been one of the worst-affected regions in the early phase of the outbreak. European countries accounted for ten of the top twenty countries with the highest death rate per million population. The remaining ten are located in the Americas. This includes the United States, which has the world's largest number of confirmed cases and deaths.

On the other hand, most of Africa and Asia appeared to have been spared. These were the ten countries with the lowest COVID-related death rate per million among those having documented COVID-related deaths. At the same time, much of the developing world's success has gone unnoticed.

Different techniques to documenting mortality, Africa's young demographic profile, more usage of outdoor places, or possibly even high levels of potentially protective antibodies developed from previous illnesses could all explain lower disease incidence in the developing world.

Senegal began developing a ten-minute COVID-19 test that costs less than \$1 to conduct and does not require complex laboratory equipment early in the pandemic. Similarly, Rwandan scientists devised a sophisticated technique that enabled them to test a large number of samples at the same time by pooling them together. This resulted in lower costs and faster turnaround times, resulting in more people getting tested and a more accurate picture of the disease in the country.

In Latin America, governments have embraced technology to monitor COVID-19 cases and send public health information. Colombia has developed the CoronApp, which allows citizens to receive daily

government messages and see how the virus is spreading in the country without using up data. India also developed Aarogya Setu app which is COVID-19 "contact tracing, syndromic mapping and self-assessment" app. Chile has created a low-cost, unpatented coronavirus test, allowing other low-resource countries to benefit from the technology.

India developing Covid 19 vaccines and is on its way to full immunization. South Asian countries not only have followed stringent lockdowns but have also stood with each other with solidarity.

The pandemic has shown why we need global solidarity. Globalisation has made countries interdependent, not just economically but also biologically.

Yet the efforts or local knowledge is not appreciated. It's not that there isn't information and competence outside of the developed world; it's just that, given the structural distinctions between developed and developing countries, such knowledge isn't viewed as important. Consider the following last example.

Between the start of April and the end of June, the Rural Development Foundation based in Sindh province in Pakistan on its own decreased the spread of infection in the region by more than 80%. It did this by engaging communities through information campaigns and sanitation measures. Community-level approaches have also been successfully deployed in the DRC and Sierra Leone. During these countries' Ebola outbreaks, rather than relying on tech and apps, authorities trained local people to do in-person contact tracing instead. And there are many more examples to look at. And hence it is important not only to incorporate the local knowledge but to also appreciate the efforts of developing countries the way it has responded to pandemics despite being economically weaker than developed countries.

## Conclusions and Suggestions

The COVID-19 pandemic has presented a huge risk and brutally impacted the monetary condition and business of people in South Asia. The COVID-19 is at this point spreading and it is difficult to anticipate when it will be completely contained. The remarkable test introduced by the COVID-19 pandemic calls for especially sincere and conclusive exercises to ensure that people's lives are saved, occupations are gotten and the economy recovers. The Covid-19 eruption has caused direct massive costs on human prosperity and money related activities, and addresses the most negative effects on positions of needy individuals and the feeblest organizations. This survey discusses a part of the critical key centres that may help with aiding feeble social event of people who are encountering this pandemic. Since the incorporation of government upheld retirement system is inconsequential or missing overall in most of the South Asian countries, the public authority should sort out some way to give a kind of government managed retirement workplaces to the most appalling people, even more expressly when they lose their relaxed work openings. Dealing with saving affinities for needy individuals and giving permission to banking organizations would, for instance, give security nets during periods of crisis. As prosperity, environment and social issues are interconnected, facilitated attempts are expected to direct and recover from the damages brought by the COVID-19 on our social orders and economies. State run organizations need to zero in on their activities for short, medium, and long stretch. Nearby and overall coordinated effort is moreover essential to address the step by step extending impacts of COVID-19 on different social orders. The countries of South Asia should act overall to address their troubles and to make positive conditions for money related recovery. Basically, inventive frameworks and approaches are relied upon to address the Covid challenges. The state run organizations of the South Asian countries should seriously think about the going with approach measures to reduce the unfavorable outcomes of the

pandemic on needy individuals and most powerless sections of the overall population and to progress monetary recovery. And these could be the possible suggestion to contain the pandemic and overcome from the impacts of it:

- Plan for a monetary recuperation from COVID-19
- Create guide for accomplishing short, medium, and long haul objectives to rejuvenate the public and sub-public economy.
- Organize the financial, money related and advancement intercession
- Improve the endeavours of social security
- Reinforce the current destitution mitigation program and designated neediness decrease programs in resource building and financial recuperation.

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## OPEN

## Covid-19 and its Impact on Education in Kashmir: A Sociological Review

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Education is the only means through which a nation can progress to a large extent. And it can be expected that if nation has a large number literate population of males and females then the nation can become advanced. It is the nourishment of the mind with information and as such it helps in the formation of an integrated personality of an individual. At the present time everything is going to be disturbed because of spreading of a global pandemic Covid-19 and especially education. Before the pandemic started, most of the students have experienced one or more diagnosable mental disorders in Kashmir valley because of the political disturbance and the psychological effects of Covid-19 increased this number and it can also exacerbate student's mental health issues poorer than before. In Kashmir female literacy rate is already quite low and stands at 65.48 percent according to the census of 2011 and it has been expected that these serious conditions will make it worse. The present study examines the effects of Covid-19 on the education as well as on the mental health of students in Kashmir. This article provides some important suggestions that can prepare educational institutions and health professionals for addressing the mental health issues and challenges posed by Covid-19 Pandemic. The study is based on reviewing of secondary sources of data like as journals, articles, newspapers etc.

**Keywords:** Covid-19 pandemic, Educational challenges, Kashmir, Mental health, Students

### Introduction

Stress and many other mental health issues are normal responses to be perceived or real threats and at times when we are faced with uncertainty. So it is normal and understandable that people are experiencing fear in the context of the Covid-19 pandemic. But with the global development of the corona virus disease (Covid-19) outbreak, many psychological issues which accompany this pandemic have rapidly compounded its public health burden (Torales et al: 2020). The up-and-coming research assessing the mental health implications of

Covid-19 has identified a heightened pervasiveness of moderate-to-harsh self-reported or fake news's create the depressive nature among the general public (Wang et al: 2020) sparking the pervasive effects of indistinctness and health-related fears. The fear of contracting the virus in a pandemic such as Covid-19 are the significant changes to our daily lives as our movements are restricted in support of efforts to contain and slow down the spread of the virus. But when we are going to talk about students the susceptible levels of

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psychological agony and downstream negative academic consequences are prevalent under normal circumstances (American College Health Association: 2019). As a result of physical estrangement measures implemented in response to Covid-19, tertiary educational institutions have shifted to an emergency online learning format, which would be expected to further intensify academic stressors for students. It is reasonable to undertake that students may experience reduced motivation toward studies, enlarged pressures to learn separately, rejection of daily routines and potentially higher rates of drop-out as unswerving consequences of these measures (Wickens: 2011). Thus, by increasing academic stressors in a population with heightened aggravate levels and a potentially reduced ability to rely on typical coping strategies the Covid-19 pandemic has placed an unequalled mental health saddle on students. The pandemic has revealed an attention on inequality every were the world around: School closures and social isolation have affected all students every were, but particularly those living in poverty like as in Kashmir which is the territory of a developing country (India) and most of the people here are depend on agricultural economy and tourism. And especially during these days (the days of Covid-19 Pandemic) due to physical isolation people didn't move anywhere because of the deaths occurred or the threat of spreading this pandemic disease (Covid-19) which also damages the economy in the Kashmir Valley to a large extent. Adding to the damage of the students in to their learning or education due to the shortage in resources because of poverty, a mental health crisis is emerging as many students have lost access to services that were offered by schools. And not only this but the teachers are also facing pressing issues, how can they help students to recover and stay on track throughout the year even as their own lives are likely to continue to be disrupted by the pandemic. No doubt that the students from the hottest countries of the world during the summer, their formal schooling stops, and learning loss happens at roughly the same rate for all students. But what about the students who are from the cold

places like as Kashmir is where in winter season the temperature goes down to minus and formal schooling stops and learning loss happens at roughly the same rate for the students and also the schools remains off in summer and not only this but because of political disturbance the curfews, strikes, shutdowns in the valley the students face a different types of psychiatric traumas. Also the instructions has been uneven during the pandemic, as some students who have the broadband facilities are able to participate in online learning while others have faced obstacles such as lack of internet access that have hindered their progress because every year the students in Kashmir face internet problems but especially or we can say it strictly from 4th August 2019 only the 2-G network is available with which most of the students are unable to take online classes. And it is common among the Students in Kashmir that they forget some of what they learned in school because of these problems. But now there's a big difference between summer as well as winter learning loss and pandemic-related learning loss also makes the condition worse because of internet problems. Horace Mann once referred to schools as the 'great equalizers,' yet the pandemic threatens to expose the fundamental inequities of inaccessible learning. According to a 2015 Pew Research Center analysis 17 percent of teenagers have difficulty of carrying out the homework assignments because they do not have consistent access to an internet connection.

The continuous Covid-19 pandemic (Covid-19 as well as by its different or changing waves such as; 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> wave of corona virus, Delta virus, black fungus, Covid-19 Omicron etc,) has resulted in many social isolation trials intended to keep individuals physically distanced from others for the probable future. Even though these initiatives are essential to avoid the spread of the novel corona virus, but they may be causing pervasive mental health effects, including melancholy and solitude among all ages of individuals alike, according to experts. Students faced many challenges when Covid-19 forced most schools to shift

online. Mental health issues have increased, that impact on well-being may be exaggerated by another effect of school closures. School closures may be especially unruly for children from lower-income families, who are disproportionately likely to receive mental health services entirely from schools. The Covid-19 pandemic may worsen accessible mental health problems and lead to more cases among children and adolescents because of the unique amalgamation of the public health crisis, economic decline or social isolation. Persistent stress changes the elemental and physical structure of the brain, impairing cognitive skills like interest, concentration, reminiscence and creativeness. While distress informed practices were widely used before the pandemic, they are likely to be even more integral for the students experience economic hardships and mourn the loss of family and friends. According to Jena Lee, MD, (medical director of pediatric consultation at University of California, Los Angeles) 'Daily configuration is important to everyone, but predominantly to children in their psychological and emotional development,' 'the reliability of schedules, predictable rules, penalty and set opportunity teach children how to perform, develop self-discipline and impulse control'. Clinically, we often see an exacerbation of behavioral problems in our pediatric patients when their schedule is disturbed. The level of this challenge depends on the family's aptitude to provide support and configuration at home, which further depends on the family's unique possessions and stressors, Lee noted. It has been considered that children are the great imitators of their parents and elders. They learn by watching the adults and since they will often be at home together now, they will observe what the adults in the home say or how they implement structure, ensure steadiness and deal with their own emotions but also if their parents are not good with each other or torture each other physically as well as verbally in front of their school going children then it can create a big mental trauma for their children and here it can also be expected that it will become a root for the cycle of abuse as nowadays one

of the news is more common in most of the news papers that domestic violence is growing very fast during the days of Covid-19 pandemic. So teaching every parent the importance of daily structure and reliability in their responses to their children's behaviors or living peacefully in front of their children is a precedence which is not easily possible especially during these days of Covid-19 Pandemic.

According to Sarah K. Lipson, PhD, (assistant professor in the department of health law, policy and management at Boston University School of Public Health) research over the past decade has shown a steady increase in the pervasiveness of depression among students across the United States. 'For students who are besieged with nervousness, which has surpassed melancholy as the most common mental health concern on college campuses, the ambiguity regarding the corona virus is something we really need to be worried about, since it has the potential to amplify already high rates of anxiety,' Lipson said.

The current condition of Covid-19 is creating psychiatric problems not only for the students reading in first second or third level/standards but for the students at all levels whether at secondary level, higher secondary level or at college and university level. At all levels each and every student is facing different psychiatric or mantel heath problems. For college or university students, who are more serious about their career or bright future, experience a lot miscarriage and distress contributed by the uncertainty and abrupt disruption of the semester in addition to the anxiety caused by school closure. As more universities transitioning to inaccessible learning after the spring break, some students suffer from poor mental health due to the commotion of academic schedule (Agnew et al: 2019). Many students have to stop their research projects and internships when universities evacuated them from campus. Moreover, disruptions of their research projects and internships endanger their program of study or delay their graduation which in

turn fuels concern among college students. Many college or private college students have lost their on-campus jobs due to the emigration and the awaiting problems of room fees can worsen their economic hardship and mental health outcomes. They also have concerns and fears of infection and transmission of Covid-19 to their family members if they want to move from home to university or return to home. Although the overall impact on education and mental health of the university environment is still unknown, it is expected to be very considerable (Araujo et al: 2020). Considering the usual high incidence of emotional disorders in university students, it can be expected that the current situation may cause a notable impact on this population (Auerbach et al: 2016). Given the anticipated impact of the situation on this community, it is decisive to examine the experience of members of the university community during the Covid-19 crisis and detention in order to develop measures and execute psychological interventions appropriately accustomed to this situation. That may help alleviate the probable adverse effects on education and mental health among the university members.

There are some studies which explains that due to this world wide pandemic (Covid-19) the students are facing different types of psychiatric problems;

Yusen Zhai, Xue Du (2020) in '*Addressing collegiate mental health amid Covid-19 pandemic*', states that college students encounter unique challenges leading to poor mental health in the wake of the Covid-19 outbreak. Before the pandemic started, one in five college students experienced one or more diagnosable mental disorders worldwide. The fact that the Covid-19 pandemic affects cloistered mental health underscores the burning need to understand these challenges and concerns in order to inform the development of courses of action and public health messaging that can better support college students in this crisis.

Paula Odriozola González et al (2020) in '*Psychological effects of the Covid-19 outbreak and lockdown among students and workers of a Spanish university*', addresses that the students from Arts & Humanities and Social Sciences & Law showed higher scores related to anxiety, depression, stress and impact of event with respect to students from Engineering & Architecture. University staff presented lower scores in all measures compared to students, who seem to have suffered an important psychological impact during the first weeks of the Covid-19 lockdown.

## Conclusion

In order to summarize with some suggestions, it is important to mention that in order to lessen the inexorable realities of the Covid-19 pandemic around the world we have to take the actions that can support a vulnerable student population to reduce the generally global mental health lumber connected with this period of astonishing disturbance and vagueness. Educational institutions should also continue to help the students through different ways; first, in addition to isolated education, student advising should continue and conversion to telecommunication (e.g., phone call, online meeting) in order to provide academic support for students and especially to those who are belonged to poor families and are from rural backward areas of the world. Faculty and staff should consider offering virtual office hours to students, and they need to work together to maintain the connection and help students process and address academic concerns caused by the commotion of the semester. Second, for students whose internships or research projects were affected by the pandemic, the internship site supervisors and research advisors should actively engage in helping them to seek alternative plans, enabling them to work from home to maximize internship and research experiences. Third, universities should work on innovative methods to support students to move research projects and capstones forward, so that the students can fulfill graduation requirements; meanwhile, university career centers should control to

asset services, enduring to ease career growth for college students.

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## OPEN

# An Empirical Study to Measure Effectiveness of Training Program Between Existing and Potential Women Entrepreneurs

Sania Sami<sup>1</sup> and S. Roychowdhury<sup>2</sup>

Entrepreneurship has been acknowledged as a crucial driver for the development and growth of the economy as it led to the generation of employment, produces goods and services, increases gross national product (GDP), and finally resulted in increasing gross national income. Fostering and promoting entrepreneurship is not circumscribe to giving a boost to incumbent entrepreneurs but it also engirdled in ingraining the entrepreneurial essence among the juvenile owing to the fact, today's adolescents are tomorrow's well-heeled entrepreneurs. Thus, this research is undertaken to provide an empirical and theoretical understanding to measures the extent of effectiveness training have across both established as well as potential women entrepreneurs. The study includes women across West Bengal, Kolkata. This entrepreneurship training and skill development program was conducted to promote and foster entrepreneurship among homepreneurs and potential women entrepreneurs. The training and skill program includes tracks viz., the essence of entrepreneurship, challenges in entrepreneurship, development of communication, networking, marketing and business problemsolving skills, legal formalities, and efforts were also made to promote sustainable entrepreneurship among the trainees. The training and skill development program provides financial assistance to few innovative homepreneurs and potential entrepreneurs to promote and as well as to start-up of business. The effectiveness of the program was evaluated using Kirkpatrick's 4-Level Training Evaluation Model. From the study, it was inferred that the training program was effective both in promoting and fostering entrepreneurship between both established as well as potential women entrepreneurs.

**Keywords:** potential women entrepreneurs, McNemar test, skill development, training, women entrepreneurs

## Introduction

Across the globe, entrepreneurship has been acknowledged and recognizes as the crucial solution to unemployment or underemployment, poverty, increase of gross domestic product and per capita income, and further, it paves the way to economic growth. Many governments as well as non- governments institutions have come forward with training intervention to promote and uplift women status through women entrepreneurship. Martin et al., (2013) in his research

have asserted that entrepreneurship training led to increase in business start-ups. According to the Global Entrepreneurship Monitor, there is not much studies on entrepreneurship training and measuring the effectiveness of training or how training assists in overcoming the business challenges (Martinez et al., 2010). Lack of education and training are the major constraints to success of women entrepreneurship. Thus, training becomes essential to foster

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.entrepreneurship between potential and existing women entrepreneurs.

With time and tide, India has also necessitated the development and fostering of entrepreneurship across states for the growth of the economy. The study undertaken with primary objective to measure the effectiveness of the training program across both potential and existing entrepreneurs in Kolkata

The following hypothesis was formulated concerning the research objectives:

*Null hypothesis (H<sub>1</sub>):* The training program was not effective.

The research paper has been organized in the following way: the next section includes literature review on training and entrepreneurship that assists in identifying the research gap. Next section is methodology for data analysis and it has been followed by results of data analysis that have also been discussed. Finally, the paper ends with conclusion.

## Literature

This section includes a broad domain of literature review is to provide constructive understanding about entrepreneurship, women entrepreneurship, and the need for training to promote entrepreneurship spirit among potential and established entrepreneurs.

## Entrepreneurship

Over the last two decades, there have been extensive studies and research has been done in the context of women entrepreneurs. Entrepreneurship may be defined as the technique of both innovation and as well as exploiting the opportunities through efforts and perseverance along with undertaking financial, psychological, and social risks related to business to earn profit, self-satisfaction, and independence.

(Hisrich & Drnovsek, 2002). Researchers have recognized entrepreneurship as a crucial driver to economic, social, cultural, and environmental development. Entrepreneurship success is also acknowledged as a crucial phenomenon, that is ascertained by several factors viz., economic, demographic, personality, innovation, financial assistance, and training factor. Of all the factors training is the crucial factor for promoting entrepreneurship among potential and established women entrepreneurs.

## Women Entrepreneurs

Cantillon was the first person to put forward the initial definition of the word entrepreneur in 1755. He believed an entrepreneur is an adventurer who purchases goods at a certain price with a motive to sell the same in the future at an uncertain price (Cantillon, 2010). Harper (1996) defined entrepreneurs as profit-seekers who identified business problems and uncertainties and attempt to resolve the same. He further broadened entrepreneur activities that involves innovation also. Thus, the entrepreneur is responsible for undertakes risks and decisions that determined the environment through their activities.

According to the government of India (2012), women will be considered an entrepreneur if they have the majority of financial share (51%) of the capital and they provide minimum 51% of business employment to women.

From the sixth economic census (2014) it was found that only 14% of women in India run or own businesses. There is a multitude of reasoning to promote entrepreneurship through providing proper and structured training programs.

## Women Entrepreneurship Training and Skill Development Program (WET&SDP)

Past studies have revealed that there was a significant growth in women start-up owing to continuous business evolution, new technologies, and innovation that also led to economic transformation (Gibb,

2002, Schneider, 2017). There is a continuous necessitate of training about women entrepreneurs to improves their understanding, overcome business challenges, develop business skills, and motivates them to undertakes the right decisions and risks at right time.

### Training Model

A training program was conducted to serve the four crucial elements viz., entrepreneurial skill, business skill, mentoring, and provide financial assistance. A new model was developed that provides a framework of women entrepreneurship

training and skill development program (WETSDP) a sincere and enthusiastic attempt has been made to promote and foster entrepreneurship among women of West Bengal. Training program must contemplate intense interactive sessions to ensure high learning. The training program involves a wide range of training techniques viz., factory visit, case study/ life experience, activity session, discussing entrepreneurs project, idea pitching, and lecture method. Most training techniques are highly engaging and interactive including the lecture method (traditional method) where transfer of knowledge is generally one way. Thus, teaching aids like projectors and PowerPoint presentations were modestly employed to ensure interactive sessions. Table 1. exhibit the training techniques, extent of interaction and learning involvement which is identified through extant literature.

**Table 1: Training Techniques, Extent of Interaction and Learning Involvement**

Training Technique	Extent of Interaction	Learning Involvement
Factory visit	Intense	High
Case Study/ life experience	Medium	Modest
Activity session	Intense	High
Entrepreneur project	Intense	High
Idea pitching	Intense	High
Lecture (PPT)	Medium	Modest

### Effectiveness of Training Model: Kirkpatrick Model

Kirpatrick's (1967) model was used to measure the effectiveness of WET&SDP was measured at four levels of criteria using viz., reaction measures, learning measure, behavior measures and results in measure.

**Reaction Measure:** The first criterion is "response," which determines if trainers find the training entertaining, beneficial, and relevant to their work.

**Learning Measure:** gauges the learning of each trainer to measure if they acquire the intended knowledge, skills, and attitude to the training.

**Behavior Measure:** Behavior measures one of the most crucial steps in the Kirkpatrick Model, whether

trainers were impacted by the training and if they're applying their learning to achieve their business goals.

**Results Measure:** The result measure, is related to direct results. It measures the learning against the business outcomes, growth, profitability, etc.

Using the Kirkpatrick Model initiate an actionable measurement plan that clearly define goals, measure results and assists in identifying the target areas and training impact. Further, analyzing data at each level assists organizations to evaluate the effectiveness of the training results.

### **Research Gap**

From the extant literature review it was ascertained that there have been many researches have evaluated the effectiveness of training between the employees in the organisations but there has been almost no study that measure the effectiveness of entrepreneurship training program across potential and established women entrepreneurs. Thus, this research will assist if such training program can assist in uplifting women status in the society by fostering the spirit of entrepreneurship between both potential and existing entrepreneurs.

### **Research Methodology**

Quasi-experimental study has been applied as research methodology. The WET&SDP was conducted in the local area of Kolkata, West Bengal. Structured questionnaire was used as instrumental tool to collect the data from 45 women trainees of them 25 women entrepreneurs and 20 potential entrepreneurs located in Kolkata.

The SPSS software v. 26 was used for the statistical analysis. The study employed non-parametric test

McNemar to measure the effectiveness of the training program.

### **Data Analysis: Result and Discussion**

This section contains results that offer data and explain the research's primary conclusions. The interpretation of the results is part of the debate, which adds to the research's overall relevance.

#### **Demographic Profile of the women trainees**

Most of the potential and existing women entrepreneur trainees were age between 23-28 and 36-43.

The majority of the women trainee across both the group were graduate. Majority of the respondents were married. Further, existing women entrepreneurs were mostly running sole proprietorship and majority have registered their businesses. Trainees were included from all the three sectors viz., manufacturing, trading, and service sectors.

#### **McNemar Test: A test for significance of changes in pre and post potential and established trainee group**

The McNemar test was used to assess the effectiveness of WET&SDP on potential (21 women) and existing (24) women entrepreneurs. Both future and current learners were given training so that they could either start up or expand the firm. The McNemar test was used on both potential (21 women) and existing (21 women) entrepreneurs to see if the training measures the impact of WET&SDP on women entrepreneurs (24 women). Both groups were given training so that they could either start up or expand the firm. To see if the training programme was successful and if a similar programme could be implemented on a wider group of women across the state to encourage women's entrepreneurship. "Are you certain that you will establish a business following the programme?" the trainees were asked to answer "Yes" or "No."

"Are you positive that your firm will increase after training?" was questioned of current learners. According to the findings, 14 women said yes before training and 6 said no after training, whereas 20

women said yes after training and one said no. Six trainees modify their responses from no to yes, but just one trainee's reaction remains intact, according to the McNemar test. Because the  $p$ -value is lower than 0.05 the null hypothesis will be rejected and it was inferred that the training programme was effective.

## Conclusion

The entrepreneurial training is imparted to promote the spirit of entrepreneurship between women in Kolkata. From the research it was found that training program was effective in increasing the skill and knowledge of the potential and existing entrepreneurs. The training program not only assists in gaining new insight into business knowledge but also aware women about various opportunities and challenges which women may encounter and overcome through applying those skills and knowledge acquired by them during training. The study also concluded that similar training program must be conducted to larger number of women for upliftment of the women status in the society.

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