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मुख्य सम्पादक का मानद पद एवं कार्य पूर्णतः अवैतनिक है।
इस शोध पत्रिका के प्रकाशन, सम्पादन एवं मुद्रण में पूर्णतः सावधानी बरती गई है। किसी भी प्रकार की त्रुटि महज मानवीय भूल मानी जाये।
शोध पत्र की समस्त जिम्मेदारी शोधपत्र लेखक की होगी। त्रुटि हेतु सम्पादक, प्रकाशक एवं मुद्रक जिम्मेदार नहीं होगा।
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Covid-19 and Its effect on Children's Education

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ABSTRACT

The COVID-19 epidemic is posing a major challenge to educational systems. This Viewpoint offers guidance to teachers, administrators, and officials on how to deal with the situation which have resulted in the closure of schools, training institutions, and further education facilities. Educators are delivering excellent education through multiple online channels, which is a paradigm shift. Despite the challenges faced by both educators and learners, online learning, distance learning, and continuing education have become a cure for this unprecedented global pandemic. The most essential role for teachers and mentors right now is to be present for their students and give support not just for teaching-learning but also to reinforce and supplement their already existing knowledge of COVID-19. Many researchers suggested that due to prolonged school closures, students face several challenges in online education and make little or no progress when learning from home.

Key Words: Covid-19, Children's & Education



Introduction:

The COVID-19 pandemic has spread throughout the world, impacting almost all countries and territories. The outbreak was firstly reported in Wuhan, China, in December 2019. Countries all across the world warned the public to exercise caution. In order to flatten the curve and restrict the spread of the disease, lockdown and stay-at-home strategies have been used (Sintema, 2020).

To mitigate the impact of Covid-19, most governments first chose to temporarily close schools. It was then reopened for a few grades, which resulted in a rise in infection rates, before being closed again. Most governments opted to temporarily close schools to reduce the impact of Covid-19. It was subsequently reopened for a few grades before being closed again, resulting in an increase in infection rates. On the other hand, many teachers are looking for other job to support their families. There are kids in India who attend school just for the purpose of receiving meals. Many youngsters who were unable to carry food from home have benefited from the good midday meal programme. Many children were suffering from a lack of food as a result of the school closures.

The COVID-19 epidemic is posing a major challenge to educational systems. This Viewpoint offers guidance to teachers, administrators, and officials on how to deal with the situation. Due to the COVID-19 pandemic, most countries have adopted lockdown and social distancing measures, which have resulted in the closure of schools, training institutions, and further education facilities. Educators are delivering excellent education through multiple online channels, which is a paradigm shift. Despite the challenges faced by both educators and learners, online learning, distance learning, and continuing education have become a cure for this unprecedented global pandemic. Transitioning from conventional face-to-face learning to online learning may be a completely different experience for both learners and educators, which they must adjust to since there are few or no other alternatives. During the pandemic, e-learning tools have crucial in helping schools and universities in facilitating student

learning during the closure of colleges and schools (Subedi et al., 2020). Learners with a fixed mentality have a hard time adapting and adjusting, but learners with a growth mindset adapt quickly to new situations.

Different disciplines and age groups necessitate various methods to online learning (Doucet et al., 2020). The knowledge and exposure to information and communications technology (ICT) for both educators and learners may influence the adoption of appropriate and relevant pedagogy for online education.

Objectives:

- to know the effects of pandemic and lockdown on the children.
- to study the effects of covid-19 and its effect on children's education.
- to suggest the measures to deal with the pandemic and its consequences.

Methodology:

To examine the impact of COVID-19, and its effect on student's education. The investigator studied peer-reviewed journals, surveys, and government websites for facts using the 'snowball search' technique.

Problems in teaching and learning:

The following are some of the difficulties that many researchers have identified and highlighted: Many countries have difficulties in the process of maintaining a stable Internet connection and gaining access to digital gadgets. While many economically disadvantaged students in developing countries cannot afford online learning gadgets, online education increases the learner's exposure to screen time.

As a result, offline activities and self-exploratory learning have become critical for pupils. Because both parents work, there is a lack of parental guidance, especially for young learners. There are practical concerns about physical workplaces that are favourable to various learning styles. Inherently motivated learners are largely unaffected in their learning since they require little



supervision and direction, but pupils who are poor in learning experience challenges. Exams are frequently delayed or cancelled, causing uncertainty among students and leaving no time for curriculum.

To support their families, the majority of school going children engage in child labour. There's a high possibility that the financial and opportunity costs of educating female and transgender children will impact their parents' financial and opportunity costs. This pandemic has affected not just students, but also low-budget institutions and schools, forcing many to close. In the middle of the Covid-19, there are both positive and negative matters that happened. Technology facilitates education by helping students and teachers to connect remotely via online classrooms, webinars, and digital examinations, among other things. For a several of reasons, children from low-income families have suffered to study throughout the pandemic.

They have limited access to smart phones and make up the vast majority of the 40% of the population who do not have them. Their dependence on television, radio, or textbooks raises similar access issues. Furthermore, as they're more likely to be among those using traditional textbooks and receiving less help from home, their learning levels are likely to be lower than before. To improve learning and encourage children to attend school, a variety of interventions will be necessary. For starters, because to the pandemic, a huge number of children are working from home under various school projects.

Innately motivated learners are largely unaffected in their learning since they require little supervision and direction, but pupils who are poor in learning experience challenges. Some academically qualified students from low-income families are unable to access or afford online instruction.

With so many platforms and online educational resources available, users—both educators and learner experience regular difficulties when utilising or referring to them. Students are assessed online, which involves a lot of trial and error, as well as doubt and confusion among teachers, students, and parents. The method used to administer online exams differs depending

on the convenience and expertise of the instructors as well as the compatibility of the students. Various entrance exams have also been postponed or rescheduled. The current crisis has had a significant influence on the education system in schools, colleges, and universities across the country.

Online Education Effect on Social Development:

Besides from just being fun for the children, school time helps them develop social skills and awareness. While children are away from their regular school schedule, they face economic, social, and psychological effects. Many of these students are now attending online classes and spending more time on virtual platforms, threatening of online abuse. Children have been exposed to potentially harmful and violent information, as well as a higher risk of cyberbullying, as a result of increased and unstructured time spent on online learning.

New Opportunities in Teaching & Learning:

Although there have been several challenges for educators, schools, institutes, and the government in regards to online education, the COVID-19 pandemic has offered various possibilities for those who are unprepared or have long-term plans to implement an e-learning system. It has developed the bond between teachers and parents like never before. Homeschooling requires parents' financial and intellectual support for their children's education. During this ongoing situation, children with disabilities require additional and special support.

For the first time ever, online platforms such as Google Classroom, Zoom, virtual learning environments, social media, and other group forums such as Telegram, Messenger, WhatsApp, and WeChat are researched and experimented for teaching and learning. Even once face-to-face teaching resumes, this may be explored further, and these platforms can give extra resources and coaching to learners. Teachers are expected to come up with innovative ideas to help overcome the constraints of virtual teaching. On a local level, teachers are actively cooperating with one another to enhance online teaching methods.



Effect on mental health:

Education is considered to be a great equaliser for young people in terms of opening up future opportunities. However, the presence of such differences caused by the digital divide in this situation would almost definitely have resulted in the development of negative attitudes about online learning due to its discriminatory nature. Such adversities would have increased psychological stress and anxiety, resulting in a decrease in effective use of online learning systems. According to Kotera et al. (2020), research has found that university students' mental health is usually poor, with high rates of depression, anxiety, and stress.

According to them, is a "serious issue in and of itself," but the consequences are exacerbated because it can lead to "reduced academic achievement and professional development, interpersonal conflicts, sleep disturbance, low concentration, poor decision-making, and resulting feelings of inadequacy." All of which would have a negative impact on their learning performance and other educational pursuits such as research production. The fears that these mental health difficulties would grow as a result of the forced transition to online learning platforms caused by the Covid19 lockdown are well-founded.

According to Grubic et al. (2020), the restrictive learning circumstances connected with online learning are sure to result in higher stress and down stream negative academic consequences. This claim is supported by public health research that show a rise in psychological

problems during the pandemic. Furthermore, students may be experiencing increased mental stress as a result of the uncertainty surrounding their postponed exams, forthcoming summer internships, admissions to higher schools, placements, and employment they were hoping to start after exams, and so on. Though these teenagers and young adults are doing their best to cope with this sudden change in their lives, there may be many changes that the stresses of the pandemic may bring in their activities, feelings, and life in general.

Conclusion:

The most essential role for teachers and mentors right now is to be present for their students and give support not just for teaching-learning but also to reinforce and supplement their already existing knowledge of COVID-19. They spend a lot of time with their families, but they miss meeting their peer groups in person, suggesting that virtual meeting places are not a replacement for face-to-face interactions for these young children.

Uncertainties about their exams and career paths through internships, employment, and so on are a big source of mental stress caused by the altered circumstances caused by COVID-19. Many research papers findings also show that students believe that while online education may supplement classroom teaching, it cannot replace the experience and learning that occurs in the classroom environment, as well as the face-to-face interactions that occur there.



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