IMPACT OF COVID 19 ON CHILDREN'S EDUCATION

Pawana Devi
Assistant professor in public administration
Baba Balak Nath Degree College, Chakmoh, Hamirpur (H.P)
pawnapathania734@gmail.com

ABSTRACT

The COVID-19 pandemic is first and foremost a health crisis. Many countries have (rightly) decided to close schools, colleges and universities. The crisis crystallizes the dilemma policymakers are facing between closing schools (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy). The severe short-term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to children's social life and learning. Teaching is moving online, on an untested and unprecedented scale. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone. Many assessments have simply been cancelled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase inequality. schools seamlessly adopt online learning, students continue to interact virtually with each other, and parents step up as temporary teachers. For this scenario to be realized, a series of factors have to line up to perfection: Schools need to have the resources to implement remote learning, students need to have access to computers, printers, and reliable internet connections at home, and parents need to have the ability, time, energy, and patience to turn into home-school instructors, on top of other responsibilities. It is a lot to ask. This research paper includes impact of Covid-19 on child education, hazard controls, consequences of school closures etc.

I. INTRODUCTION:

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide closures are impacting almost 70% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning.

Sometime in the second week of March, state governments across the country began shutting down schools and colleges temporarily as a measure to contain the spread of the novel coronavirus. It's close to a month and there is no certainty when they will reopen. This is a crucial time for the education sector—board examinations, nursery school admissions, entrance tests of various universities and competitive examinations, among others, are all

held during this period. As the days pass by with no immediate solution to stop the outbreak of Covid-19, school and university closures will not only have a short-term impact on the continuity of learning for more than 285 million young learners in India but also engender far-reaching economic and societal consequences.

The structure of schooling and learning, including teaching and assessment methodologies, was the first to be affected by these closures. Only a handful of private schools could adopt online teaching methods. Their low-income private and government school counterparts, on the other hand, have completely shut down for not having access to e-learning solutions. The students, in addition to the missed opportunities for learning, no longer have access to healthy meals during this time and are subject to economic and social stress.

The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students second only to China enroll in universities abroad, especially in countries worst affected by the pandemic, the US, UK, Australia and China. Many such students have now been barred from leaving these countries. If the situation persists, in the long run, a decline in the demand for international higher education is expected.

The bigger concern, however, on everybody's mind is the effect of the disease on the employment rate. Recent graduates in India are fearing withdrawal of job offers from corporates because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from 8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9%.

Needless to say, the pandemic has transformed the centuries-old, chalk–talk teaching model to one driven by technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide.

A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term.

One, immediate measures are essential to ensure continuity of learning in government schools and universities. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students.

Two, inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling system and increase the effectiveness of learning and teaching, giving students and teachers multiple

options to choose from. Many aspirational districts have initiated innovative, mobile-based learning models for effective delivery of education, which can be adopted by others.

Three, strategies are required to prepare the higher education sector for the evolving demand–supply trends across the globe—particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India. Further, immediate measures are required to mitigate the effects of the pandemic on job offers, internship programs, and research projects.

Four, it is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in EDTech reforms at the national level is the seamless integration of technology in the present Indian education system, which is the most diverse and largest in the world with more than 15 lakh schools and 50,000 higher education institutions. Further, it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by India HEIs as well as e-learning platforms (growing rapidly). Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of courses may differ across different e-learning platforms.

Five, Indian traditional knowledge is well known across the globe for its scientific innovations, values, and benefits to develop sustainable technologies and medicines. The courses on Indian traditional knowledge systems in the fields of yoga, Indian medicines, architecture, hydraulics, ethnobotany, metallurgy and agriculture should be integrated with a present-day mainstream university education to serve the larger cause of humanity.

In this time of crisis, a well-rounded and effective educational practice is what is needed for the capacity-building of young minds. It will develop skills that will drive their employability, productivity, health, and well-being in the decades to come, and ensure the overall progress of India.

A. MEANING OF COVID 19:

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.'

B. ORIGIN OF COVID 19:

The novel SARS-CoV-2 coronavirus that emerged in the city of Wuhan, China, last year and has since caused a large scale COVID-19 epidemic and spread to more than 70 other countries is the product of natural evolution, according to findings published today in the journal Nature Medicine.

The analysis of public genome sequence data from SARS-CoV-2 and related viruses found no evidence that the virus was made in a laboratory or otherwise engineered.

"By comparing the available genome sequence data for known coronavirus strains, we can firmly determine that SARS-CoV-2 originated through natural processes," said Kristian Andersen, PhD, an associate professor of immunology and microbiology at Scripps Research and corresponding author on the paper.

In addition to Andersen, authors on the paper, "The proximal origin of SARS-CoV-2," include Robert F. Garry, of Tulane University; Edward Holmes, of the University of Sydney; Andrew Rambaut, of University of Edinburgh; W. Ian Lipkin, of Columbia University.

Coronaviruses are a large family of viruses that can cause illnesses ranging widely in severity. The first known severe illness caused by a coronavirus emerged with the 2003 Severe Acute Respiratory Syndrome (SARS) epidemic in China. A second outbreak of severe illness began in 2012 in Saudi Arabia with the Middle East Respiratory Syndrome (MERS).On December 31 of last year, Chinese authorities alerted the World Health Organization of an outbreak of a novel strain of coronavirus causing severe illness, which was subsequently named SARS-CoV-2. As of February 20, 2020, nearly 167,500 COVID-19 cases have been documented, although many more mild cases have likely gone undiagnosed. The virus has killed over 6,600 people.

II. IMPACT OF COVID 19 ON CHILD EDUCATION:

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges.

As of 18 May 2020, approximately 1.725 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 156 countries are currently implementing nationwide closures and 29 are implementing local closures, impacting about 98.5 percent of the world's student population. 8 countries' schools are currently open.On 23 March 2020, Cambridge International Examinations (CIE) released a statement announcing the cancellation of Cambridge IGCSE, Cambridge O Level, Cambridge International AS & A Level, Cambridge AICE Diploma, and Cambridge Pre-U examinations for the May/June 2020 series across all countries. International Baccalaureate exams have also been cancelled.In addition, Advanced Placement Exams, SAT administrations, and ACT administrations have been moved online and canceled.

School closures impact not only students, teachers, and families but have far-reaching economic and societal consequences. School closures in response to COVID-19 have shed light on various social and economic issues, including student debt,digital learning, food insecurity, and homelessness,as well as access to childcare,health care, housing, internet,and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequent economic cost to families who could not work.

In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

Efforts to stem the spread of COVID-19 through non-pharmaceutical interventions and preventive measures such as social-distancing and self-isolation have prompted the widespread closure of primary, secondary, and tertiary schooling in over 100 countries.

During the 1918-1919 influenza pandemic in the United States, school closures and public gathering bans were associated with lower total mortality rates.Cities that implemented such interventions earlier had greater delays in reaching peak mortality rates.Schools closed for a median duration of 4 weeks according to a study of 43 US cities' response to the Spanish Flu. School closures were shown to reduce morbidity from the Asian flu by 90% during the 1957–58 outbreak,and up to 50% in controlling influenza in the US, 2004–2008.

Multiple countries successfully slowed the spread of infection through school closures during the 2009 H1N1 Flu pandemic. School closures in the city of Oita, Japan, were found to have successfully decreased the number of infected students at the peak of infection; however closing schools was not found to have significantly decreased the total number of infected students.Mandatory school closures and other social distancing measures were associated with a 29% to 37% reduction in influenza transmission rates.Early school closures in the United States delayed the peak of the 2009 H1N1 Flu pandemic.Despite the overall success of closing schools, a study of school closures in Michigan found that "district level reactive school closures were ineffective.

During the swine flu outbreak in 2009 in the UK, in an article titled "Closure of schools during an influenza pandemic" published in the Lancet Infectious Diseases, a group of epidemiologists endorsed the closure of schools in order to interrupt the course of the infection, slow further spread and buy time to research and produce a vaccine.Having studied previous influenza pandemics including the 1918 flu pandemic, the influenza pandemic of 1957 and the 1968 flu pandemic, they reported on the economic and workforce effect school closure would have, particularly with a large percentage of doctors and nurses being women, of whom half had children under the age of 16. They also looked at the dynamics of the spread of influenza in France during French school holidays and noted that cases of flu dropped when schools closed and re-emerged when they re-opened. They noted that when teachers in Israel went on strike during the flu season of 1999–2000, visits to doctors and the number of respiratory infections dropped by more than a fifth and more than two fifths respectively

III. HAZARD CONTROLS:

For schools and childcare facilities, the U.S. Centers for Disease Control and Prevention recommends short-term closure to clean or disinfect if an infected person has been in a school building regardless of community spread. When there is minimal to moderate community transmission, social distancing strategies can be implemented such as cancelling field trips, assemblies, and other large gatherings such as physical education or choir classes or meals in a cafeteria, increasing the space between desks, staggering arrival and dismissal times, limiting nonessential visitors, and using a separate health office location for children with flu-

like symptoms. When there is substantial transmission in the local community, in addition to social distancing strategies, extended school dismissals may be considered.

IV. CONSEQUENCES OF SCHOOL CLOSURES:

School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues. As of March 12, more than 370 million children and youth are not attending school because of temporary or indefinite country wide school closures mandated by governments in an attempt to slow the spread of COVID-19. As of 29 March, nearly 90% of the world's learners were impacted by closures.

Even when school closures are temporary, it carries high social and economic costs. The disruptions they cause affect people across communities, but their impact is more severe for disadvantaged children and their families including interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work.According to OECD studies, school performance hinges critically on maintaining close relationships with teachers. This is particularly true for students from disadvantaged backgrounds, who may not have the parental supd negatively impacting productivity.Localised school closures place burdens on schools as parents and officials redirect children to schools that are open.

A. UNINTENDED STRAIN ON HEALTH-CARE SYSTE:

Women make up almost 70% of the health care workforce, exposing them to a greater risk of infection. They often cannot attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during a health crisis.

B. DISTANCE LEARNING:

Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space.

Due to the COVID-19 pandemic, many schools began conducting classes via videotelephony software such as Zoom. The Organisation for Economic Co-operation and Development has created framework to guide an education response to the COVID-19 Pandemic for distance learning.[citation needed

C. UNEQUAL ACCESS TO TECHNOLOGY:

Lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. In response to school closures caused by COVID-19, UNESCO recommends the use

of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

To aid in slowing the transmission of COVID-19, hundreds of libraries have temporarily closed. In the United States, numerous major cities announced public library closures, including Los Angeles, San Francisco, Seattle, and New York City, affecting 221 libraries. For students without internet at home, this increases the difficulty of keeping up with distance learning.

D. UNEQUAL ACCESS TO EDUCATIONAL RESOURCES:

Lack of limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study.Several initiatives were taken to grant that students and teachers can have access to open educational resources, or understand copyright limitations. The International Council for Open and Distance Education issued a special website to provide webinars, tips for online teaching and resources for teachers.

In New Zealand, a group of publishers agreed to allow for virtual public readings of their materials from libraries and classrooms. A similar agreement took place in Australia, where the Australian Publishers Association, the Australian Library and Information Association and the Australian Society of Authors agreed on a set of exceptional measures to allow libraries to provide educational content. The Australian organization AMCOS agreed to give a gratis license for all their music sheets to all schools across Australia.

An advocacy organization in Netherlands launched a website to allow teachers use free-licensed music and video for their classes.

A coalition of over 500 civil society organizations and individuals issued a letter to Francis Gurry, Director of the World Intellectual Property Organization, asking, among other things, a special set of limitations and exceptions to copyright for the duration of the pandemic.

Several organizations are also working to explain to teachers how to navigate complex copyright scenarios. The National Copyright Unit of Australia, a specialist copyright team responsible for copyright policy and administration for Australian schools and TAFE, issued a set of recommendations to follow on copyright issues while doing remote learning and a set of recommendations for using openly licensed content, specially aimed to parents supporting students.Centrum Cyfrowe in Poland is holding open calls to support the work of teachers and educators leading in the open education sector. The Program on Information Justice and Intellectual Property at the American University is holding a set of webinars for different educators to guide them through copyright issues when delivering online teaching.

V. ADDITIONAL OPEN EDUCATION COMMUNITY RESPONSES TO COVID-19 INCLUDE RESOURCE SHARING AND SUPPORT:

Commonwealth of Learning Keeping the doors of learning open is a curated list of resources for policymakers, school and college administrators, teachers, parents and learners that will

assist with student learning during the closure of educational institutions. Most of these are available as OER.

Community Contributed Open Educational Resources for Teaching and Learning in the COVID-19 Era is a co-created spreadsheet of resources. There are multiple tabs on the spreadsheet providing links to: K-12 (primary / secondary) resources, OER repositories, OER toolkits, student support, online teaching, and more. Authors note it is an open document—please contribute additional resources.

OERu online courses. To build capacity in the design and development of OER-enabled online learning, the OERu offers two facilitated online courses including free access to a competency certification in Copyright and Creative Commons licensing. These courses will provide skills for participants wanting to design and publish their own online courses using the OERu's open source, component-based digital learning environment.

Teaching and Learning Online SkillsCommons and MERLOT created a free online resource page in response to COVID-19. This page helps teachers and students prepare to start teaching and learning online.

The University of Arizona University Libraries created a "Library Support for Shifting to Online Teaching" page and a Free-to-Use Course Materials webinar.

WirLerner Online is a German online platform to find learning material for digital lessons in primary school, secondary school, upper secondary and vocational education. A short description of the project can be found here.

Open Education community members have also offered support in response to COVID-19, including:

Creative Commons Response to COVID-19 Creative Commons promotes and facilitates open access initiatives and provides training, community advocacy resources for open access and open education.

The Global Education Coalition The coalition was launched by UNESCO and seeks to facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption.

VI. HIGHER EDUCATION GUIDANCE DURING COVID-19:

Teaching, Learning & Student Support This open document was created as a hub for the many resources, ideas, information, and suggestions for Higher Education colleagues as they plan to move teaching, learning, and student support services online, as institutions shut down due to COVID-19.

The Maricopa Millions OER Project launched a special emergency fund for building open educational resources.

OER Support Group for Educators During COVID-19 Responding to the international COVID-19 pandemic, the Commonwealth of Learning (COL) and the OER Foundation (OERF) in New Zealand, which coordinates the OERu, have joined forces to establish an Open Educational Resources for Covid (OER4Covid) community. The goal is to assist educational institutions around the world to transition to online learning.

VII. PUBLIC STATEMENT OF LIBRARY COPYRIGHT SPECIALISTS: FAIR USE & EMERGENCY REMOTE TEACHING & RESEARCH:

Translate a Story is a collaboration among the Norwegian Government, UNESCO, UNHCR, ADEA, The Global Book Alliance, Verizon, The Global Digital Library, Pratham Books' StoryWeaver, The Asia Foundation's Let's Read initiative, African Storybook, Learning Equality and Creative Commons, which sets up sprints to help learning supporters of all types translate children's reading books into new languages. Translate a Story notes, "Due to the COVID-19 pandemic, more than 1.5 billion children and youth are out of school. Many lack access to reading materials in a language they understand."

UNESCO Global Education Coalition and UNESCO Call to Support Learning and Knowledge Sharing through Open Educational Resources

VIII. SCHOOLS, SKILLS, AND LEARNING: THE IMPACT OF COVID-19 ON EDUCATION:

Schools Going to school is the best public policy tool available to raise skills. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability. Even a relatively short time in school does this; even a relatively short period of missed school will have consequences for skill growth. But can we estimate how much the COVID-19 interruption will affect learning? Not very precisely, as we are in a new world; but we can use other studies to get an order of magnitude.

Two pieces of evidence are useful. Carlsson et al. (2015) consider a situation in which young men in Sweden have differing number of days to prepare for important tests. These differences are conditionally random allowing the authors to estimate a causal effect of schooling on skills. The authors show that even just ten days of extra schooling significantly raises scores on tests of the use of knowledge ('crystallized intelligence') by 1% of a standard deviation. As an extremely rough measure of the impact of the current school closures, if we were to simply extrapolate those numbers, twelve weeks less schooling (i.e. 60 school days) implies a loss of 6% of a standard deviation, which is non-trivial. They do not find a significant impact on problem-solving skills (an example of 'fluid intelligence').

A different way into this question comes from Lavy (2015), who estimates the impact on learning of differences in instructional time across countries. Perhaps surprisingly, there are very substantial differences between countries in hours of teaching. For example, Lavy shows that total weekly hours of instruction in mathematics, language and science is 55% higher in Denmark than in Austria. These differences matter, causing significant differences in test

score outcomes: one more hour per week over the school year in the main subjects increases test scores by around 6% of a standard deviation. In our case, the loss of perhaps 3-4 hours per week teaching in maths for 12 weeks may be similar in magnitude to the loss of an hour per week for 30 weeks. So, rather bizarrely and surely coincidentally, we end up with an estimated loss of around 6% of a standard deviation again. Leaving the close similarity aside, these studies possibly suggest a likely effect no greater than 10% of a standard deviation but definitely above zero.

IX. CONCLUSION:

The global lockdown of education institutions is going to cause major (and likely unequal) interruption in students' learning; disruptions in internal assessments; and the cancellation of public assessments for qualifications or their replacement by an inferior alternative. What can be done to mitigate these negative impacts? Schools need resources to rebuild the loss in learning, once they open again. How these resources are used, and how to target the children who were especially hard hit, is an open question. Given the evidence of the importance of assessments for learning, schools should also consider postponing rather than skipping internal assessments. For new graduates, policies should support their entry to the labour market to avoid longer unemployment periods.

REFERENCES:

1. Andersen, S C, and H S Nielsen (2019), "Learning from Performance Information", *Journal of Public Administration Research and Theory*.
2. Bjorklund, A and K Salvanes (2011), "Education and Family Background: Mechanisms and Policies", in E Hanushek, S Machin and L Woessmann (eds), *Handbook of the Economics of Education,* Vol. 3.
3. https://unsdg.un.org
4. Burgess, S and E Greaves (2013), "Test Scores, Subjective Assessment, and Stereotyping of Ethnic Minorities", *Journal of Labor Economics* 31(3): 535–576.
5. Carlsson, M, G B Dahl, B Öckert and D Rooth (2015), "The Effect of Schooling on Cognitive Skills", *Review of Economics and Statistics* 97(3): 533–547
6. Fredriksson, P, L Hensvik, and O Nordström Skans (2018), "Mismatch of Talent: Evidence on Match Quality, Entry Wages, and Job Mobility", *American Economic Review* 108(11): 3303-38.
7. Lavy, V (2015), "Do Differences in Schools' Instruction Time Explain International Achievement Gaps? Evidence from Developed and Developing Countries", *Economic Journal* 125.
8. https://en.m.wikipedia.org
9. Maurin, E and S McNally (2008), "Vive la revolution! Long-term educational returns of 1968 to the angry students", *Journal of Labor Economics* 26(1): 1-33.
10. https://government.economictimes.indiatimes.com
11. Murphy, R and G Wyness (2020), "Minority Report: the impact of predicted grades on university admissions of disadvantaged groups", CEPEO Working Paper Series No 20-07 Centre for Education Policy and Equalising Opportunitites, UCL Institute of Education.

12. Oreopoulos, P, M Page and A Stevens (2006), "Does human capital transfer from parent to child? The intergenerational effects of compulsory schooling", *Journal of Labor Economics* 24(4): 729–760.
13. Oreopoulos, P, T von Wachter, and A Heisz (2012), "The Short- and Long-Term Career Effects of Graduating in a Recession", *American Economic Journal: Applied Economics* 4(1): 1-29.
14. Piopiunik, M, G Schwerdt, L Simon and L Woessman (2020), "Skills, signals, and employability: An experimental investigation", *European Economic Review* 123: 103374.
15. Rangvid, B S (2015), "Systematic differences across evaluation schemes and educational choice", *Economics of Education Review* 48: 41-55.
16. https://en.unesco.org › covid19 ›
17. voxeu.org.
18. www.indiatoday.in
19. https://www.iau-aiu.net
20. https://blogs.worldbank.org
21. https://government.economictimes.indiatimes.com