

## “ONLINE EDUCATION AND CHILDHOOD”



**Mr. P. V. Dhandore**

Assistant Professor,  
Department of Mechanical Engineering,  
VPKBIET, Baramati.

It is challenging to believe that there is any section of the society that has not been affected by the corona virus in some way or the other. The pandemic has resulted into a lot of turbulence in various events owing to disturbances in the progression of socialization. Senior citizens and children have been mostly affected by this mishap. Children who require a free and progressive environment in the early years of their lives are fascinated in their houses. It now seems like this period is not going to end soon and they will have to spend a huge part of their childhood stuck in their homes.

The childhood that wandered around fearlessly in parks and localities is now restricted between the four walls due to Covid-19. Schools were shut with the Covid-19 outbreak at the end of March but by April, the schools devised plans to shift to the online mode of education. The children cooperated in some way for some time but by July, the schools sent a Timetable for the online classes. It is definite that the schools have to pay their staff and charge fees from the students and thus they deem it essential to conduct classes since it is inequitable to charge a fee without providing any services. But amongst all this is a childhood vanished to the pandemic that no one seems to care about.

How these children, who are used to being enclosed by open parks and their friends will concentrate from 9 to 2 in online classes is an enormous question. This might have been an experiment with the students in their secondary year but making children who are still in primary and pre-primary classes go through this is not just not practical but also

inhuman.

One cannot overlook the fact that these children, stuck in their houses, are also facing mental difficulties. Making them bear school uniforms and sit in front of screens for 5 hours daily is an inhuman activity. It is unsatisfactory that neither the Ministry of HRD nor the National Commission for Protection of Child Rights, who are responsible bodies, has turned their backs towards the issue.

Children of primary and pre-primary classes, who want assistance for most of their tasks, are left in front of the screens and the education system of our country considers its job to be complete. It is a point of concern that those who are promoted to the next classes, those who are starting school amid all, they are introduced to 'school', 'class' in virtual mode. Schools are charging a fee but they do not want to spend on academic counseling etc.

Ministries of Education in the various states and the Ministry of Human Resource and Development that claim to work for achieving better values of education in the country seem to be bad-mannered towards the children of primary and pre-primary classes. There can be many reasons behind this. For instance, students of secondary classes and universities have access to social media from end to end which they regularly comment on the government policies in their capacity, whereas, students of primary and pre-primary classes can't convey their messages even through their teachers and parents. Teachers repeatedly don't express their views on the same since the issue straight affects their livelihood.