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LIVED EXPERIENCES OF CHILDREN IN THE TRANSITION FROM OFFLINE TO ONLINE SCHOOLING DURING THE COVID-19 PANDEMIC.

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Abstract

With the advent of the Covid-19 pandemic, there has been a formative influence on living styles across the globe. A vastly ignored aspect of this has been the pandemic's effect on the upbringing and socio-emotional development of children. According to UNESCO, the education of nearly 1.6 billion students across 190 countries has so far been affected. The following paper seeks to explore lived experiences of children in their transition from offline to online schooling and the perceived effects of the same. The qualitative study employed an interpretive phenomenological approach for the analysis of data collected through unstructured in-depth interviews of 10 children between 5 to 12 years of age of Indian origin. Results demonstrated, among other aspects a deep sense of loss with respect to social interaction with peers and reconnection to the earning parent due to the lockdown. The paper brings to the forefront the need to identify and respond to emotional needs of young members of the household in order to create a resilient generation.

Keywords: Child Psychology, COVID-19, Online education, Interpretive