

Education Statistics: Post COVID-19

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Education during COVID-19

- Schools : Regular ones not reopened yet
- Examinations: some have been postponed
- Teaching : Digital mediums being used in place of classrooms

Education Statistics: Post COVID-19

- COVID-19 is expected to make long-term behavioural changes in population
- Different mediums of education which may increase are:
 - Education through internet/ TV/ radio/ podcast
 - Education in very small groups
 - Home schooling
 - Different modes of distance education

Education post-COVID-19 – behaviour changes and responses

- Changes in household behaviour may affect schooling and learning
- Due to seasonality , students in northern hemisphere may lose only a part of academic year, while those in southern hemisphere may lose an entire year – India is in northern hemisphere
- In distance education modes and education through internet, students may not connect to internet regularly or may not learn as much as in classroom.
- **IS THERE A NEED** to measure learning outcomes continuously?
- If yes, teachers and schools can adjust instructional methods and approaches in order to avoid low learning outcomes too late in the school year
- Measuring traditional input and process variables may become more difficult and less important hereafter

Education post-COVID-19 – definitions which might change

- Who is a student?
 - Enrolled in a class but does not connect to online class
 - Home schooled, does not connect, but learns **from** the material and from parents
- Who is a teacher?
 - Difference between teacher in a class and an online moderator?
 - Parents of home schooled learners to be counted as teachers?
- Some SDG -4 indicators which get affected are:
 - Student Teacher Ratio (PTR)
 - Distance learning
- New data collection methods may emerge
 - Citizen led reporting (reporting by active PTA member/ ASHA worker tracking and reporting conduct of online class and attendance)

Education post-COVID-19– implications for education system

- Fragmented governance?
 - Free education to coexists with payments for access to internet, software applications, online tutoring
 - Some of the actors are not employees of public education system
 - Who would be accountable for student learning ?
- Rating system may be developed for
 - content providers
 - Modes of knowledge provisions
- Tests/ assessments need to be redefined
 - If tests are applied to monitor learning outcomes continuously, the concept of passing and failing need to be examined carefully

Education post-COVID-19 – implications on SDG-4 indicators

- Digital equity – under traditional programmes for alleviating poverty, access to online education would have to take priority (indicator 4.5.1)
 - Focus on girls needed as girls can be diverted to household chores and not online classes as they are at home and not in a school
- Proficiency level of students in functional literacy and numeracy (indicator 4.6.1)
 - online classrooms, home schooling and ordinary schooling to be measured and reported separately
- Schools with access to electricity, internet for pedagogical purposes, computers for pedagogical purposes, etc (indicator 4.a.1):
 - May need redefining / changed in view of online and home schooling
- Proportion of teachers who have received minimum organised teacher training (indicator 4.c.1)
 - Training on skills needed for online schooling
 - Hardware and software knowledge
 - Multitasking and multimedia use for pedagogical purposes
 - Continuous monitoring and evaluation of students
 - Ability to help parents mediate their role at home

SDG-4 indicators where India has initiated action

- The MHRD, Govt of India introduced a Performance Grading Index (PGI) to measure performance of different States of India in the area of School Education
- PGI with 70 indicators to be measured at State level was introduced in 2019 with reference year 2017-18. The indicators cover the following domains
 - Learning outcome and quality
 - Access
 - Infrastructure and Facilities
 - Equity
 - Governance Processes
- PGI: State for 2017-18 and 2018-19 have been published and used to apprise the States/UTs on areas which require more attention. It can be accessed at https://mhrd.gov.in/statistics-new?shs_term_node_tid_depth=391
- PGI : District is being launched to measure the performance at a greater level of disaggregation

Action taken so far in India : PGI

- PGI : District is being launched to measure the performance at a greater level of disaggregation
- PGI: District have indicators on the following
 - Learning outcome and quality
 - Digital education *new*
 - School Safety *new*
 - Access
 - Equity
 - Infrastructure and facilities
 - Governance Processes
- Web application is being developed
- Some of the indicators would be computed from online Unified District Information System of Education Plus (UDISE+)
- Data for remaining indicators will be uploaded by district MIS coordinators and State MIS coordinator will certify online

PGI: District indicators for Digital Learning

Indicators for digital learning include:

- % of upper primary, secondary and higher secondary schools having functional ICT facilities/ smart classrooms/ anytime, anywhere e-content/ personalised learning solutions, etc.
- % of schools
 - having access to internet for pedagogical purposes
 - who have conducted online classes for their students
- % of students who
 - Attended online classes by using Computer with internet/ Mobile with internet/ Others
 - Completed online courses using Swayam platform
- % of students who used
 - Swayamprabha channels for their studies (educational channels available on cable TV and DTH)
 - Any other digital medium (TV/ radio/ video content, etc.) for their studies
- % of teachers trained in
 - Online/ digital content development
 - Online/ digital teaching

- **Indicators for infrastructure and facilities** include % of schools with
 - Functional electricity
 - Functional girl's toilet
 - Functional boy's toilet
- **Indicators for school safety** include
 - % of schools that have a qualified child counsellor/ psychologist or teachers who have undergone training to be designated as First Level Counsellor
 - % of schools that conduct health checkups on regular basis and maintain health card of students
 - % of schools implementing guidelines by National Disaster Management Authority (NDMA) on school safety and emergency
 - % of schools having a policy on access and use of internet within the school premises (by teachers, staff, students and parents)

Possible role of UIS/UNESCO

- Documenting, consolidating and sharing experiences and good practices of all countries
- Suggesting Standards and methodologies of new indicators along with its role in achieving HDI and SDG goals
- Capacity building on methodologies and use of data

Thank you