Education Statistics: Post COVID-19

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Ministry of Human Resource Development
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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
  - School Safety
  - 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.
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