# SCHOOL & HOUSEHOLD SURVEY ON EDUCATION IN TIMES OF COVID-19

MAY 2020

**NABET**

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# Need & Objective of the Survey

# Need for the Survey
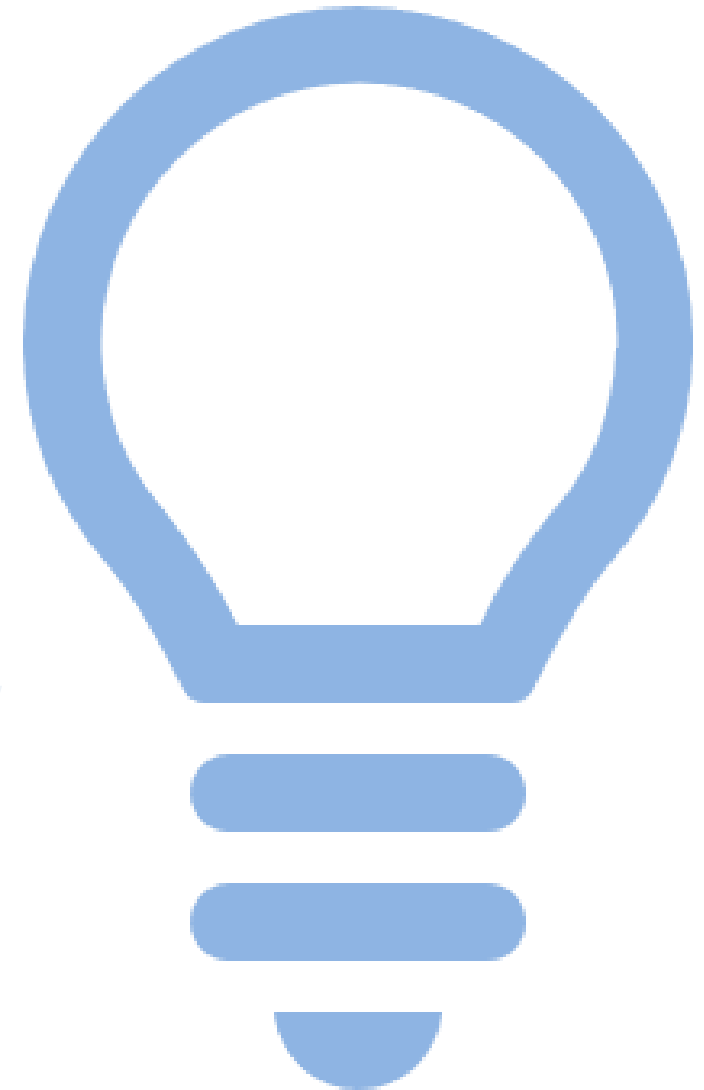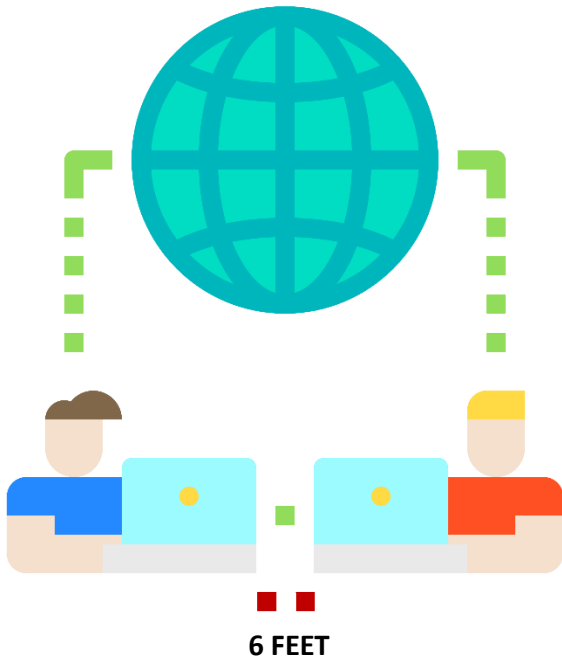
There has been a wide impact of school closure due to COVID-19 and the requirement of moving online has affected stakeholders on ground.

As per school academic calendar, this is a crucial time for the education sector – board exams, nursery admissions, entrance tests & competitive exams are all held during this period.

According to reports, only a handful of elite private schools have been able to shift to online platforms to continue education, while state governments and other budget private schools are struggling.

**6 FEET**
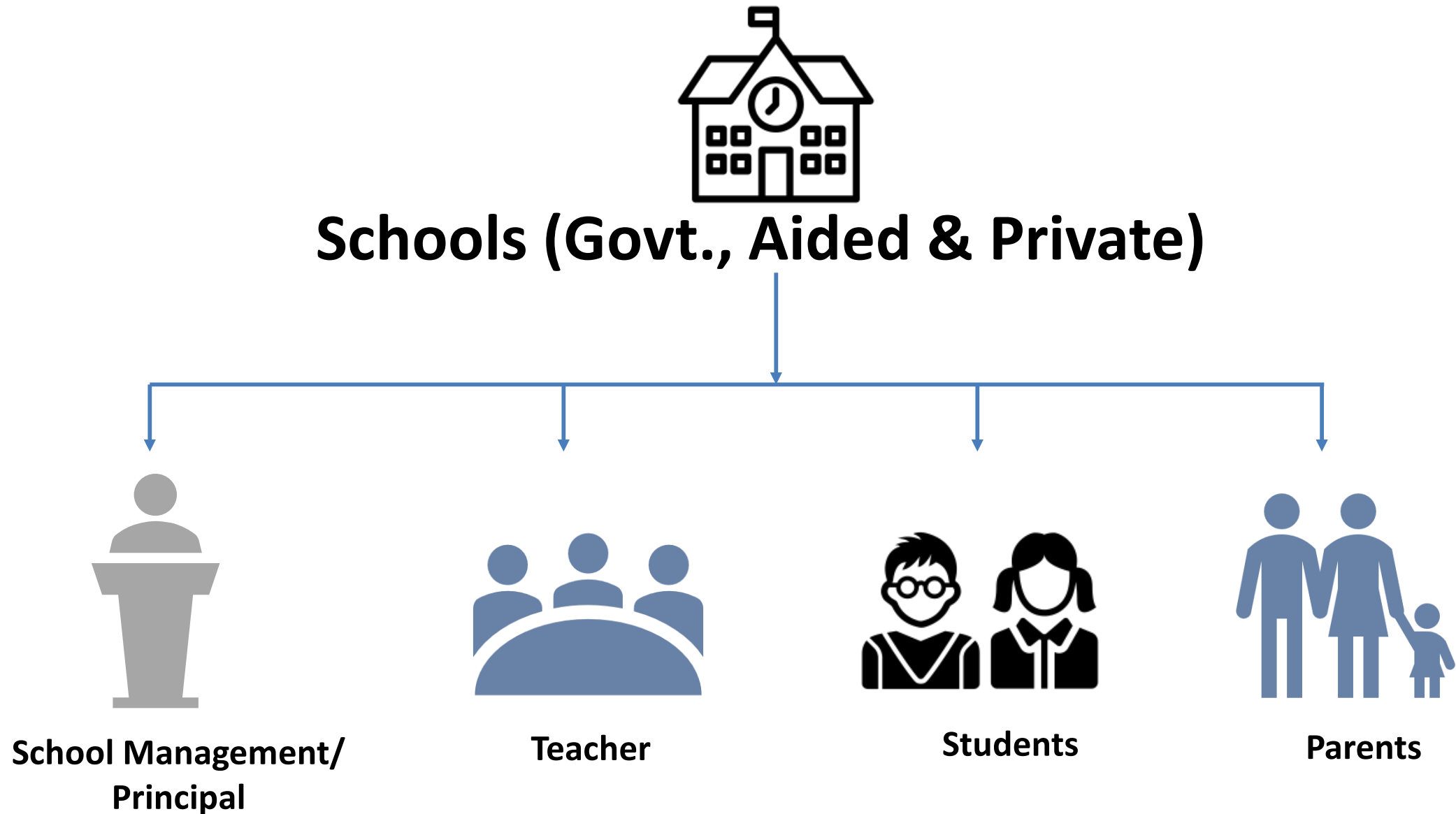
# Objective of the Survey
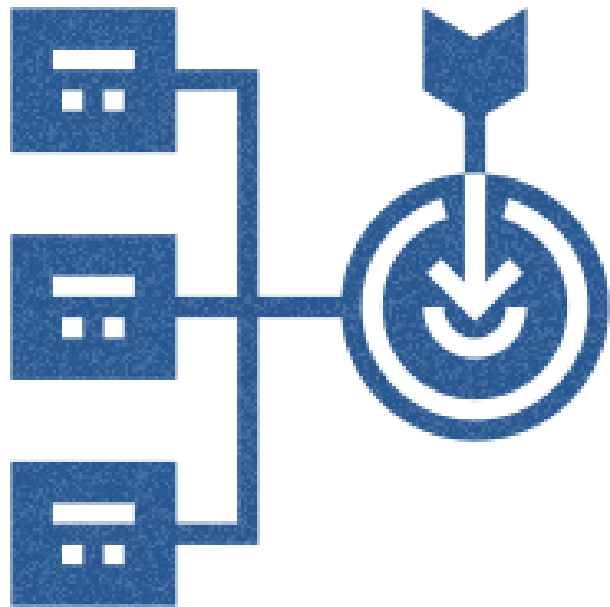
To understand the impact of COVID-19 on stakeholders of School Education System: Challenges, Solutions & Way Forward
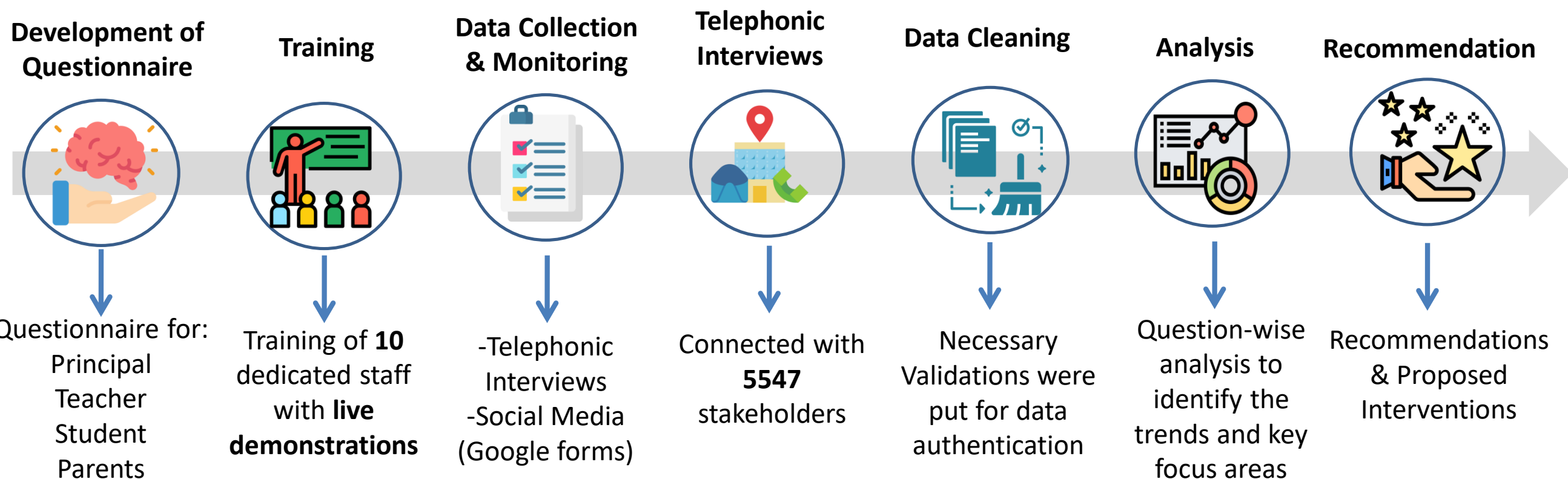
# Respondents & Approach

# Survey Respondents

**Schools (Govt., Aided & Private)**

**School Management/
Principal**

**Teacher**

**Students**

**Parents**

# Approach

**Development of Questionnaire**

Questionnaire for:
Principal
Teacher
Student
Parents

**Training**

Training of **10** dedicated staff with **live demonstrations**

**Data Collection & Monitoring**

-Telephonic Interviews
-Social Media (Google forms)

**Telephonic Interviews**

Connected with **5547** stakeholders

**Data Cleaning**

Necessary Validations were put for data authentication

**Analysis**

Question-wise analysis to identify the trends and key focus areas

**Recommendation**

Recommendations & Proposed Interventions

# Survey Brief & Statistically Valid Data

# Survey Brief

- PAN India Survey of Government, aided and private school stakeholders
- Survey Questionnaire was short for about 10-20 minutes
- Short questions in Hindi & English
- Answer type: Yes/ No (70%) & Multiple-Choice Questions (30%)
- Interviewed between May 7 and May 20, 2020
- Telephone and web survey of **1460** students, **1376** teachers, **1636** parents and **1075** principals conducted PAN India
- Students studying in classes 9th to 12th were interviewed

| Type of Survey | No. of Principals | No. of Teachers | No. of Parents | No. of Students | Total Respondents |
|---|---|---|---|---|---|
| Telephonic | 873 | 603 | 775 | 429 | 2680 |
| Web | 202 | 773 | 861 | 1031 | 2867 |

# Statistically Valid Data

Experts from **Indian Statistical Institute, Kolkata** gave their inputs on the data collected in terms of sample selection.

The suggestions were:

- Data collected had majority of the responses from Delhi-NCR, it was advised to consider Delhi-NCR region only
- The number of Aided schools in comparison to government and private schools were less, these can be merged with government schools.

Telephone and web survey of 458 teachers, 351 parents and 312 principals, 220 students conducted in Delhi-NCR

| *Type of Survey | No. of Principals | No. of Teachers | No. of Parents | No. of Students | Total Respondents |
|---|---|---|---|---|---|
| Telephonic | 265 | 280 | 215 | 142 | 902 |
| Web | 47 | 178 | 136 | 78 | 439 |

*Count of Delhi-NCR Region

# Survey Findings

- Principal
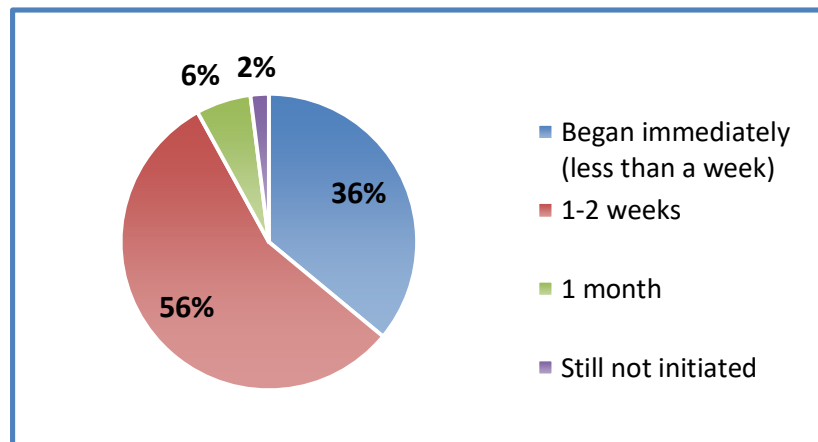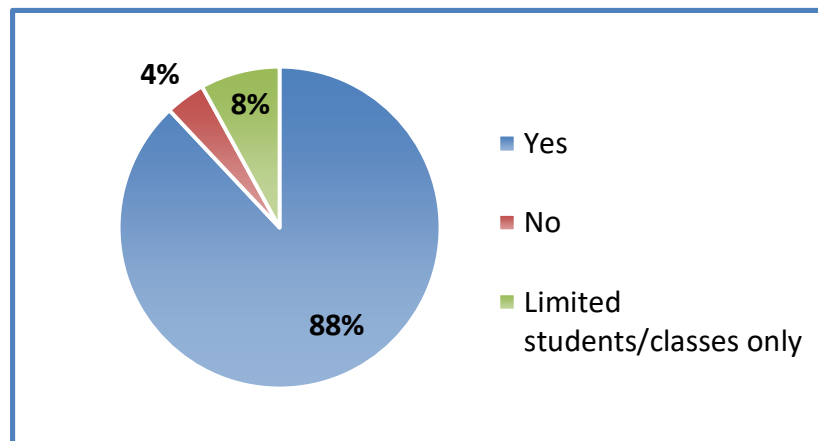- Teachers
- Students
- Parents

# School Management/ Principal
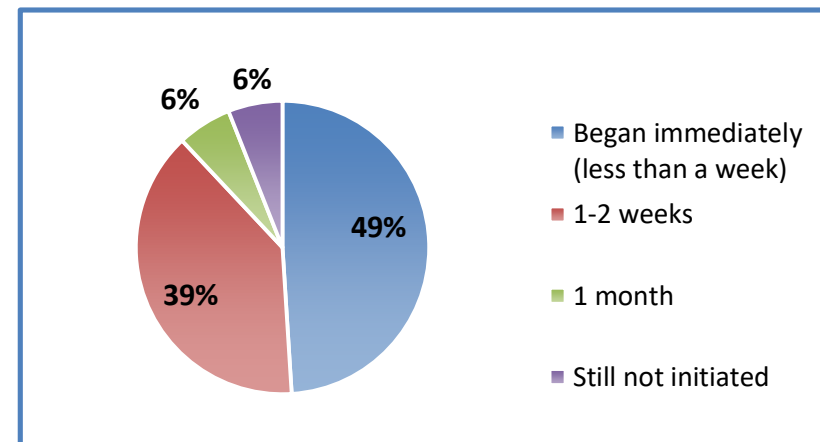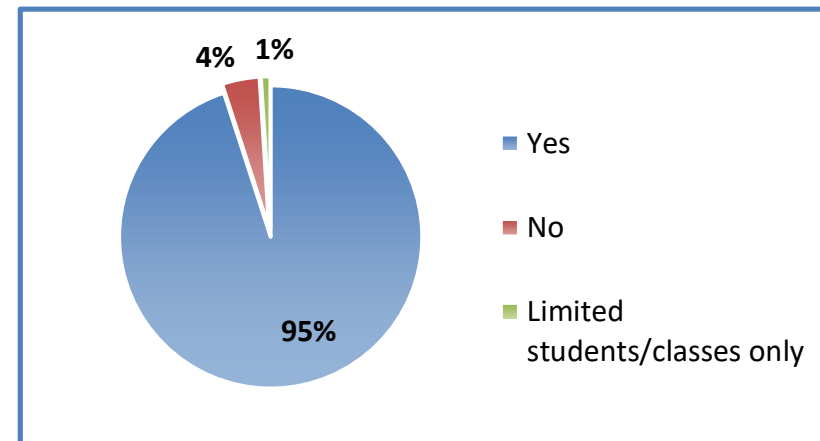To understand resource management and monitoring during this crisis.

# Switching to Online Mode: Need of the Hour

*Government*

*Private*

**Shifting to Online Education**

Government pie chart:
- Yes: 88%
- No: 4%
- Limited students/classes only: 8%

Private pie chart:
- Yes: 95%
- No: 4%
- Limited students/classes only: 1%

**Time taken to make the switch**

Government pie chart:
- Began immediately (less than a week): 36%
- 1-2 weeks: 56%
- 1 month: 6%
- Still not initiated: 2%

Private pie chart:
- Began immediately (less than a week): 49%
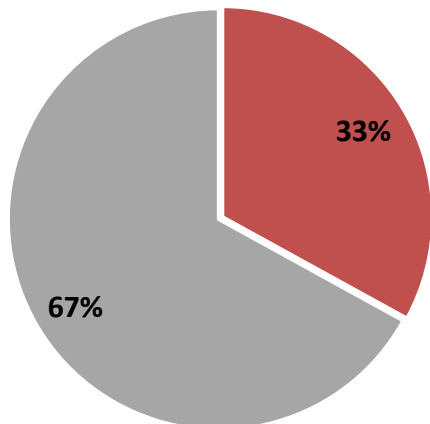- 1-2 weeks: 39%
- 1 month: 6%
- Still not initiated: 6%

- Almost all types of schools have switched to online education
- Low budget private schools and government schools have struggled
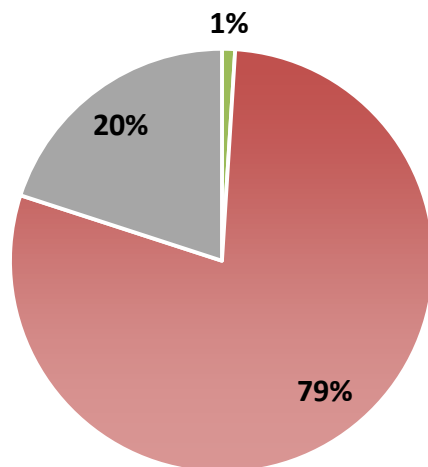- The Socio-economic dividends have played an important role

# Managing Finances: A Tough Task

## Introduction of extra fees

### Government



- No: 33%
- N/A: 67%

### Private



- Yes: 1%
- No: 79%
- N/A: 20%

## Fee Relaxation (multiple selection)



| | Government | Private |
|---|---|---|
| Not Applicable | 96% | 24% |
| Yes, we have reduced fee for transport, electricity etc. | 1% | 13% |
| No, because of school expenses | 0% | 4% |
| Yes, scholarship for students unable to pay fee | 1% | 2% |
| Yes, by the end of quarter if unable to pay fee | 2% | 48% |
| Yes, by the end of month if unable to pay fee | 0% | 26% |
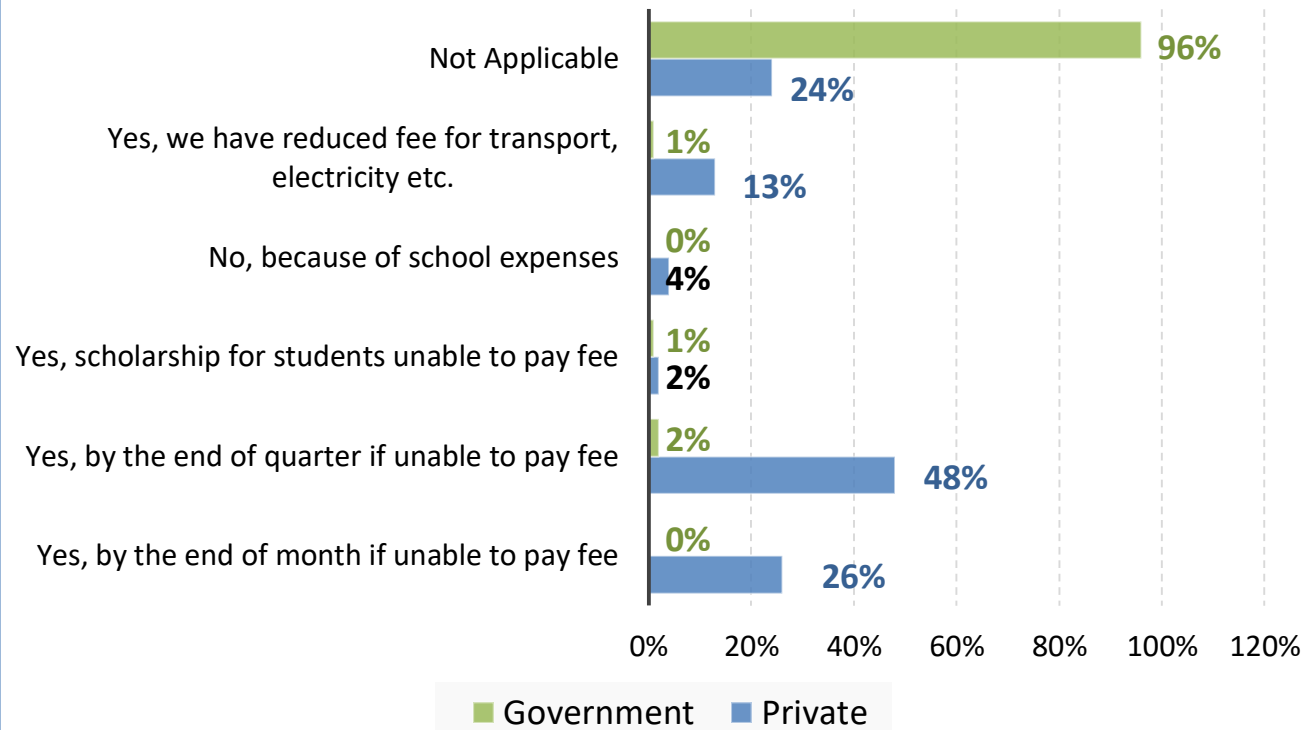
- None of the government schools and only 1% of Private schools have increased fees
- COVID 19 induced situation bought financially challenging time for schools in general and private schools in particular.
- They have challenges of giving salary to staff and organizing online education

# Communication with Students
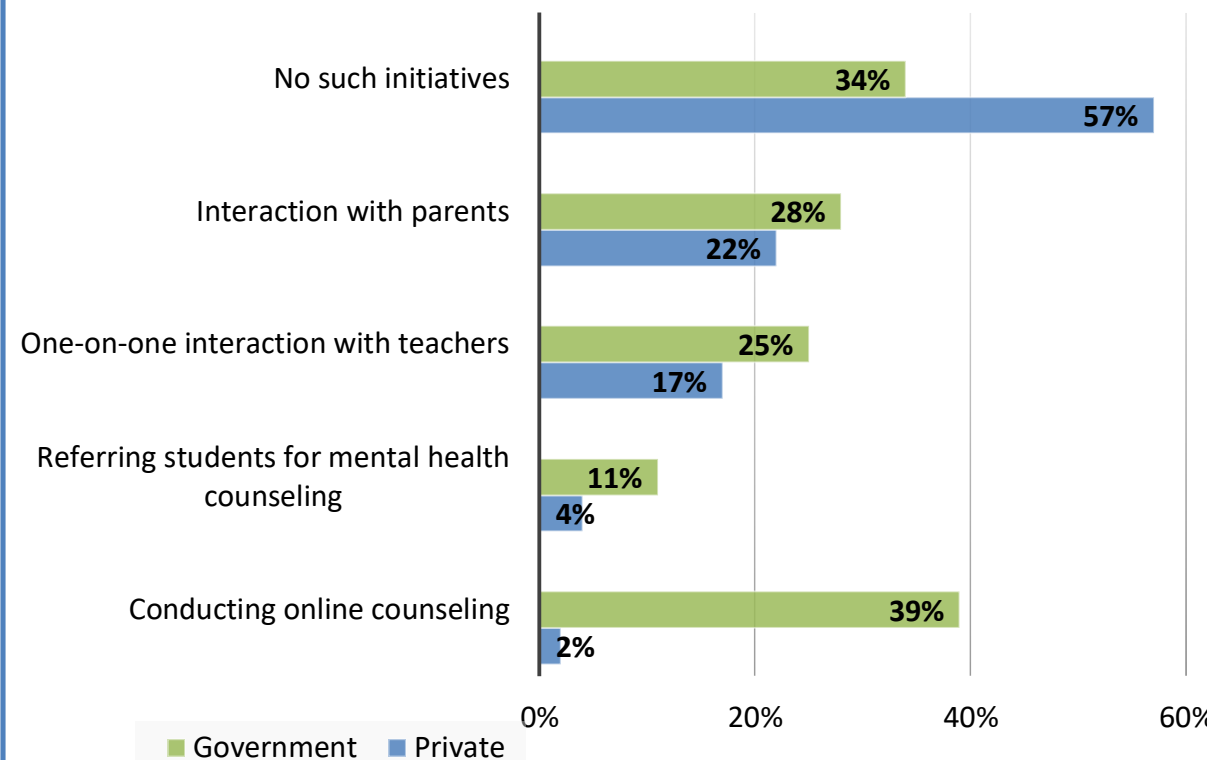
Communicating platform for students to discuss their problems has been set-up

## Government

- 70% Yes
- 30% No

## Private

- 79% Yes
- 21% No
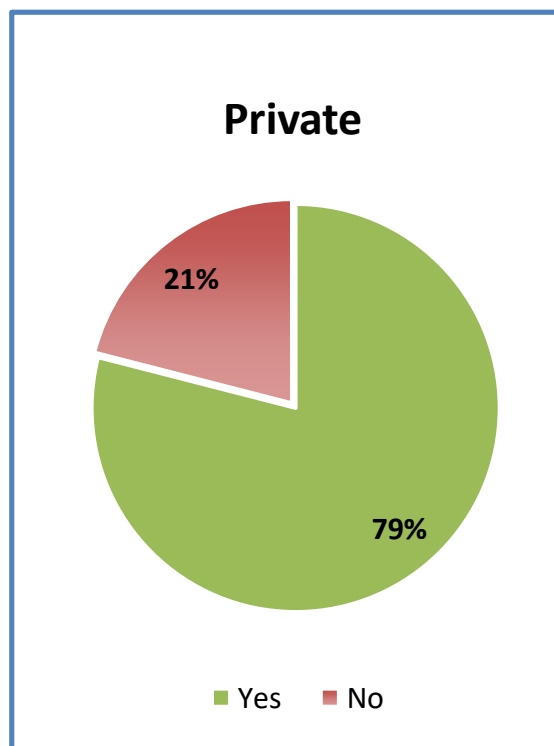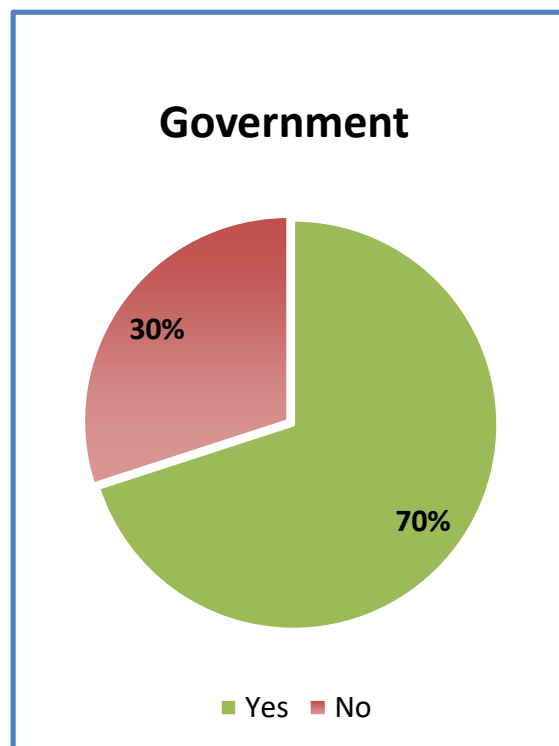
### Mental health and well-being of children
(multiple selection)

| Initiative | Government | Private |
|---|---|---|
| No such initiatives | 34% | 57% |
| Interaction with parents | 28% | 22% |
| One-on-one interaction with teachers | 25% | 17% |
| Referring students for mental health counseling | 11% | 4% |
| Conducting online counseling | 39% | 2% |

- Only 70% of the schools have setup communication channels
- However, 57% of the Govt. schools & 34% private schools are using it to give education only

# Awareness about COVID-19

Protocols for staff and students to be implemented to stop the spread of virus

### Government

41% Yes
59% No

### Private

30% No
70% Yes
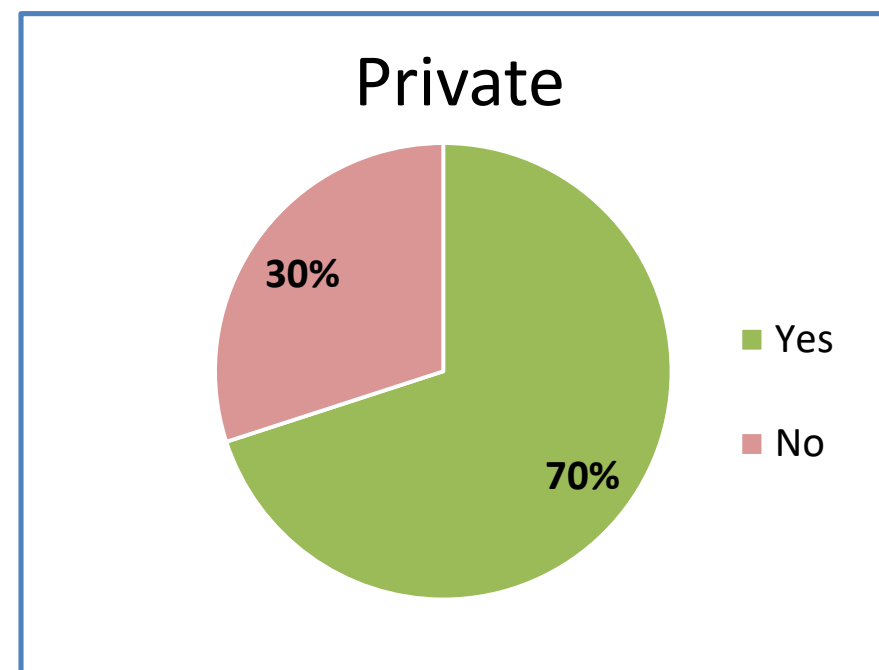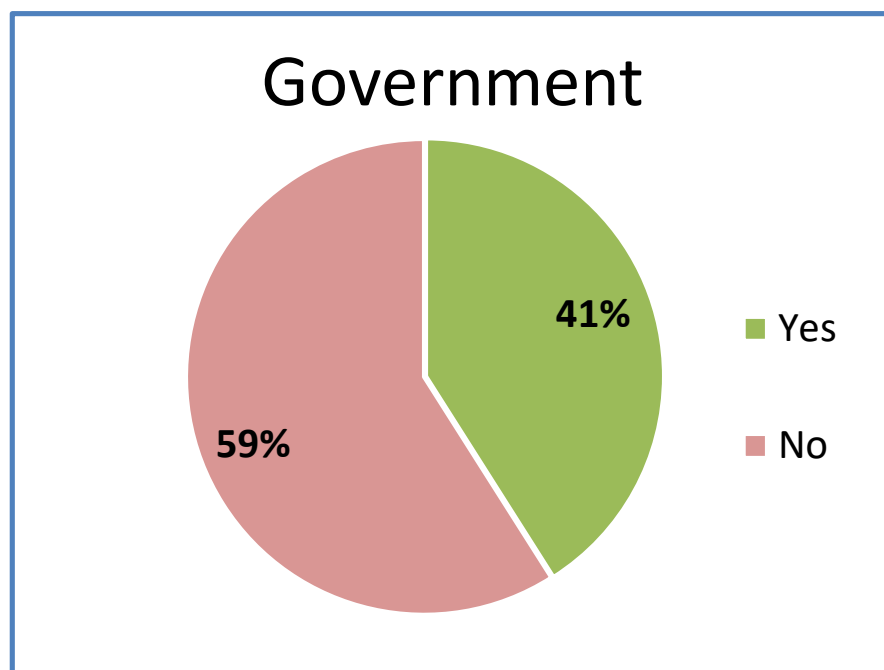
Large number of schools (59% Govt. & 30% Pvt.) still don't have protocols for staff and students to be implemented to stop the spread of virus

# Support required: (If school closure is continued beyond summer vacations/September-October?)

| | Government | Private |
|---|---|---|
| Webinar on how to impart online education | 28% | 20% |
| Counselling for better mental health | 17% | 6% |
| Making government initiatives trials in all vernacular languages | 25% | 18% |
| Reduction in syllabi | 49% | 34% |
| Reduction in syllabi of board examinations, NEET etc. for 2020-21 session | 14% | 11% |
| Better network connection | 27% | 35% |
| Free/ subsidized internet | 34% | 25% |
| Discontinue examination | 17% | 2% |
| Provision of regular food grains to students | 14% | 2% |
| Providing hardware such as tablets/ laptops for teacher | 33% | 8% |
| Providing hardware such as tablets/ laptops for student | 48% | 20% |
| Not applicable | 12% | 16% |

(Multiple Selection)

# Challenges: Long way to go

| | Government | Private |
|---|---|---|
| **Very few students have smart phones** | 84% | 36% |
| **Disruption in internet connectivity** | 65% | 53% |
| **Difficulty in engagement of all students** | 41% | 30% |
| **Lack of trained teachers for online education** | 11% | 10% |
| **Very few teachers have laptops for online classes** | 17% | 2% |
| **Difficulty in redressing & solving doubts of all students** | 33% | 22% |
| **Difficulty in organizing remedial classes for weak & differently abled students** | 34% | 21% |
| **Monitoring whether students are learning or not** | 28% | 29% |
| **Not applicable** | 4% | 11% |

(Multiple Selection)

Schools are facing lot of challenges depending upon the section of the society they cater to.

# Teachers

To understand obstructions, feasibility and comfort in imparting education online

# Online education has been widely adopted by teachers

## Online education to students in the lockdown



| | Government | Private |
|---|---|---|
| No | 5% | 1% |
| Yes | 95% | 99% |

Legend: ■ Yes ■ No
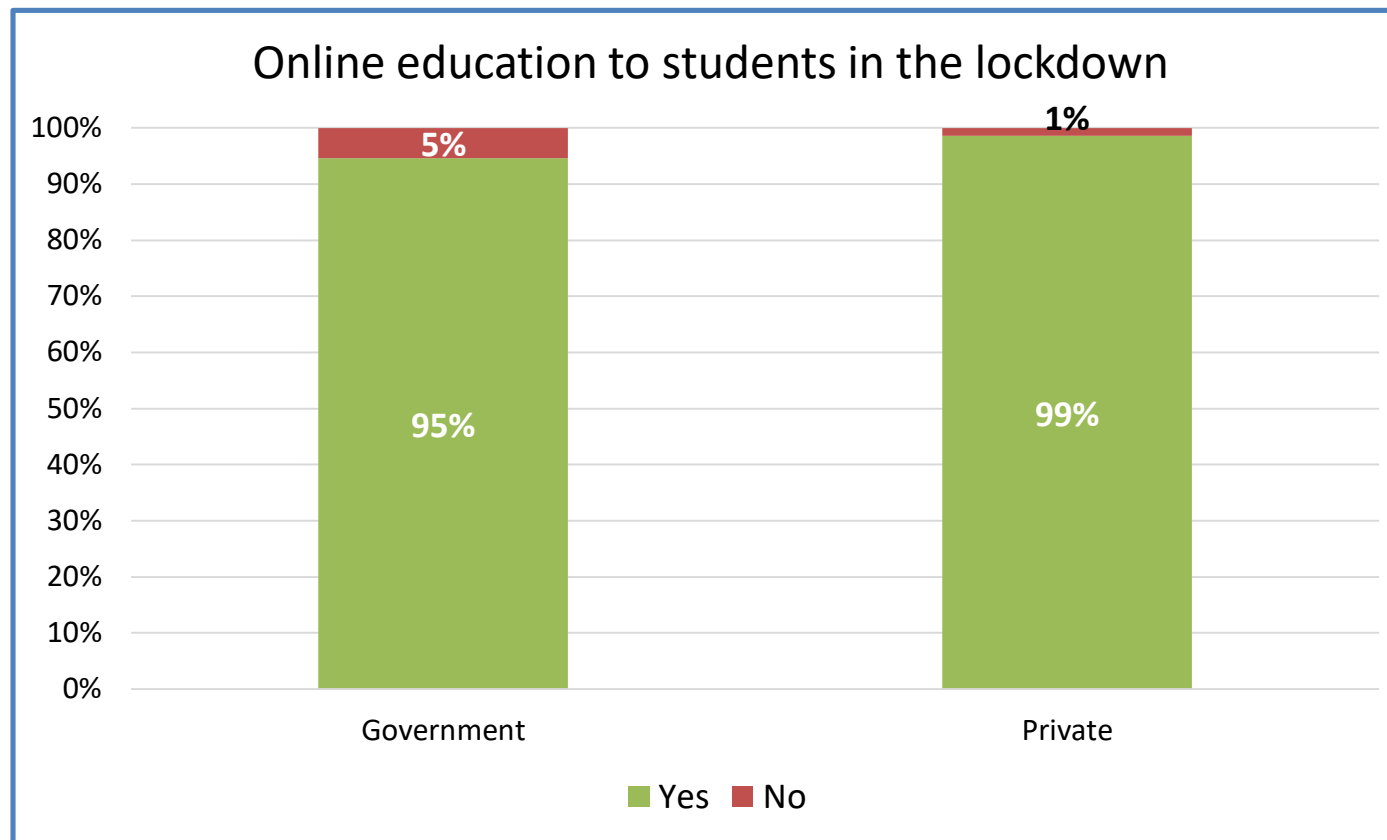
- At **secondary and higher secondary** level of education, both government and private schools are **able to mitigate** challenges induced by COVID 19 and they are providing online education.

- However, for the **lower classes**, availability of online education for government, govt. aided and low private schools has exposed harsh realities of **inadequate infrastructure** for the online education.

# Lack of Training
to conduct online education



Training given to take online education

| | Government | Private |
|---|---|---|
| Not Applicable | 10% | 4% |
| No | 77% | 11% |
| Yes | 13% | 84% |

Legend: ■ Yes ■ No ■ Not Applicable
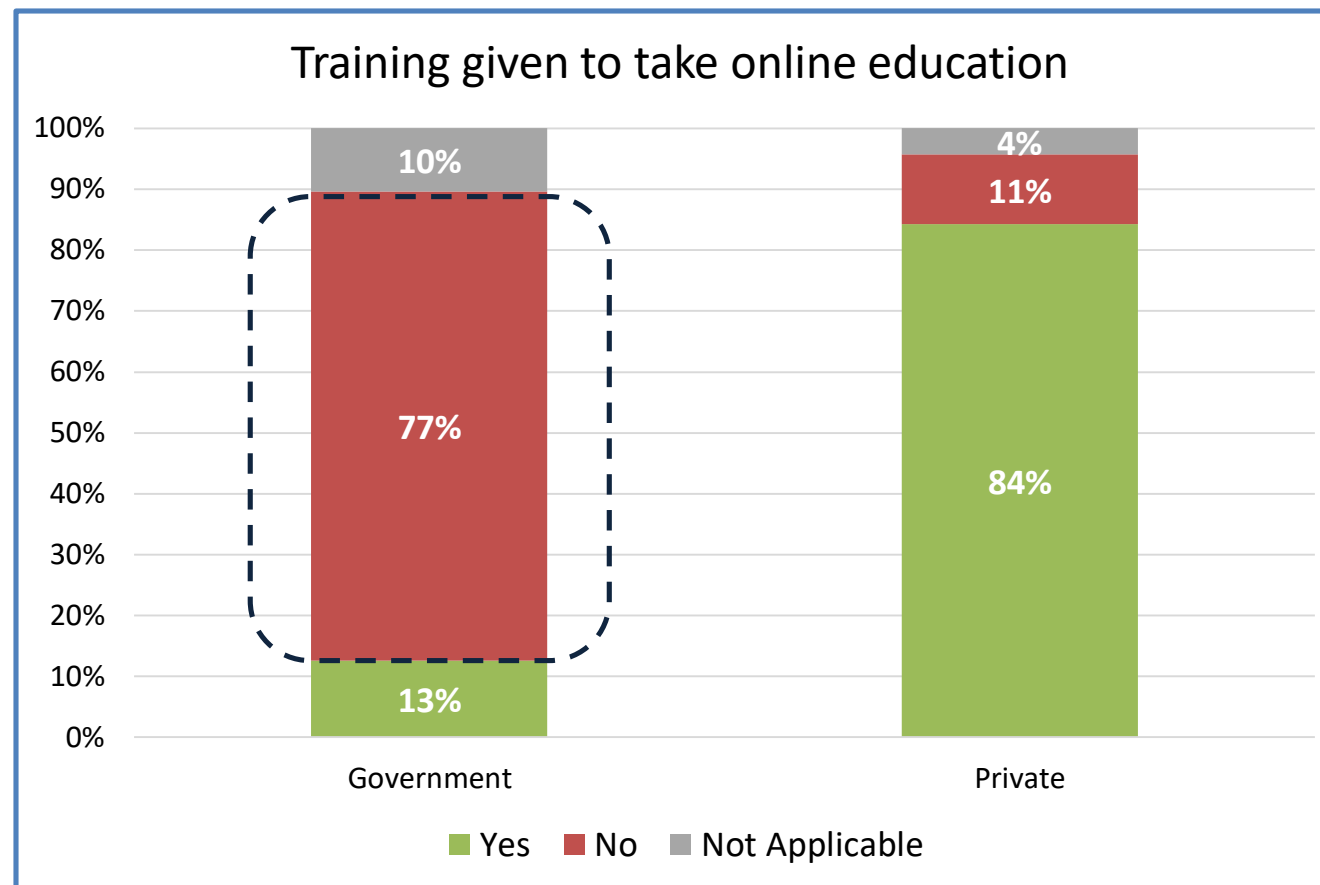
- Approximately **77%** of the **Government School** teachers are grappling to provide online education due to lack of training.
- It depicts lack of synchronization between ICT initiatives taken by government and implementation at school level.

# Content creation: time consuming



More time consumed for development of content

| | Government | Private |
|---|---|---|
| Not applicable | 5% | 3% |
| No | 14% | 4% |
| Sometimes, depends on the topic | 24% | 34% |
| Yes | 57% | 59% |

Legend: ■ Yes ■ Sometimes, depends on the topic ■ No ■ Not applicable
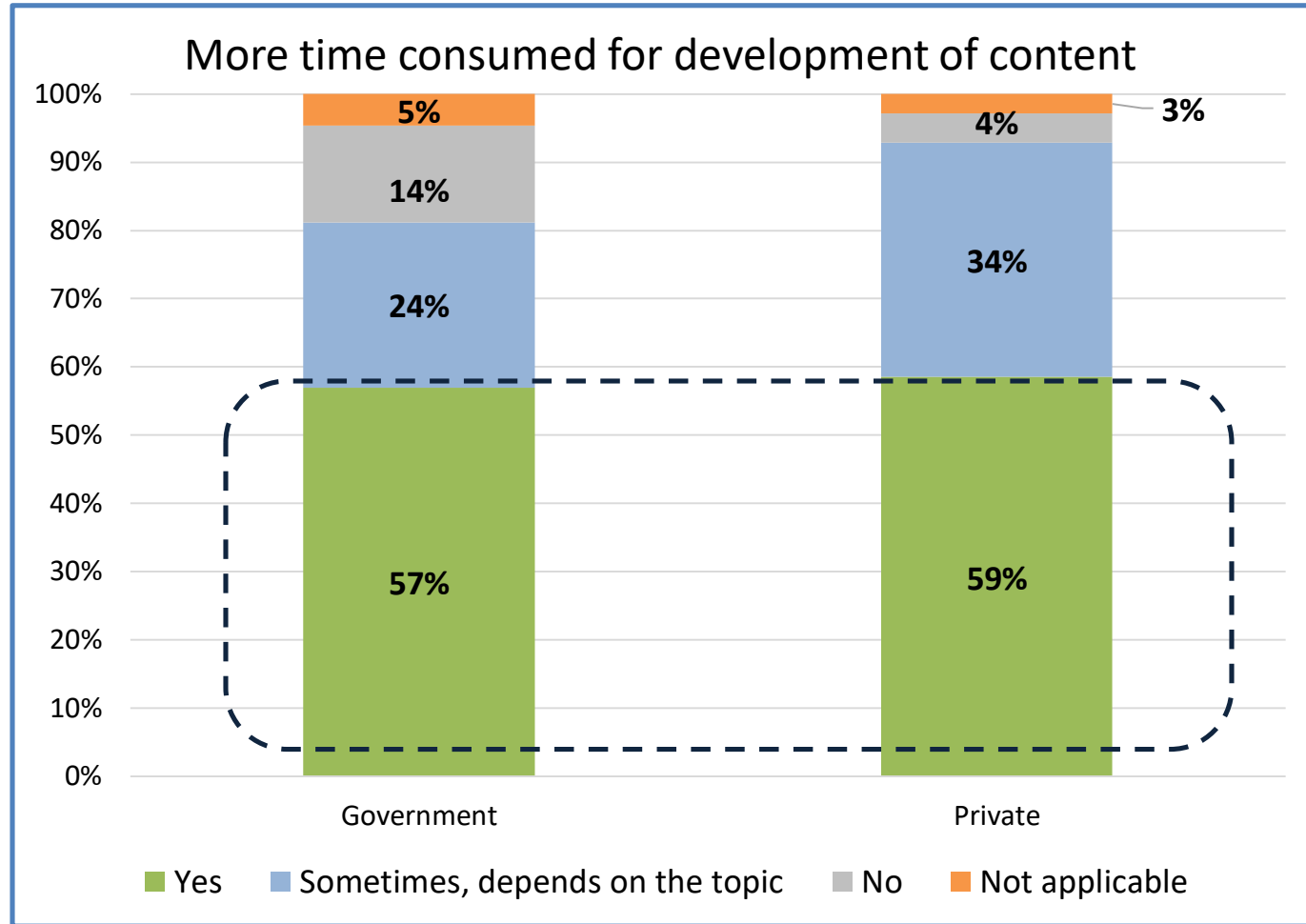
- Most teachers report that it **is more time-consuming** to create content for online classes.
- **Lack of proper training and awareness** are factors that leads to time consumption.

# Hardware and Connectivity

|  | Laptop/ Smart phones available with no internet facility | Laptop/ smart phones available with internet connectivity | Laptop/ smart phone not available with no internet facility | Not applicable |
|---|---|---|---|---|
| **Government** | 1% | 96% | 0% | 3% |
| **Private** | 0% | 97.1% | 1.4% | 1.4% |

Most teachers across all school types **have laptops or smart phone with internet connectivity** to conduct online lessons

# Monitoring Attendance: A challenge for govt. schools

In comparison to regular in-classroom classes, what is the attendance of students in classes while using this new medium/ method of teaching?

|  | GOVERNMENT | PRIVATE |
|---|---|---|
| **Less than 20%** | 2.57% | 0.00% |
| **20-40%** | 13.40% | 4.28% |
| **40-60%** | 24.22% | 15.71% |
| **60 to 80%** | 8.24% | 22.85% |
| **More than 80%** | 2.06% | 51.42% |
| **Not aware** | 1.03% | 2.87% |
| **Not Applicable** | 48.45% | 2.85% |

- Majority of private school teachers report an attendance of more than 80% as compared to in-classroom classes, while majority of government school struggle to raise attendance level above 50%.
- This may be due to lack of availability of requisite resources.

# Responding to Queries of Students
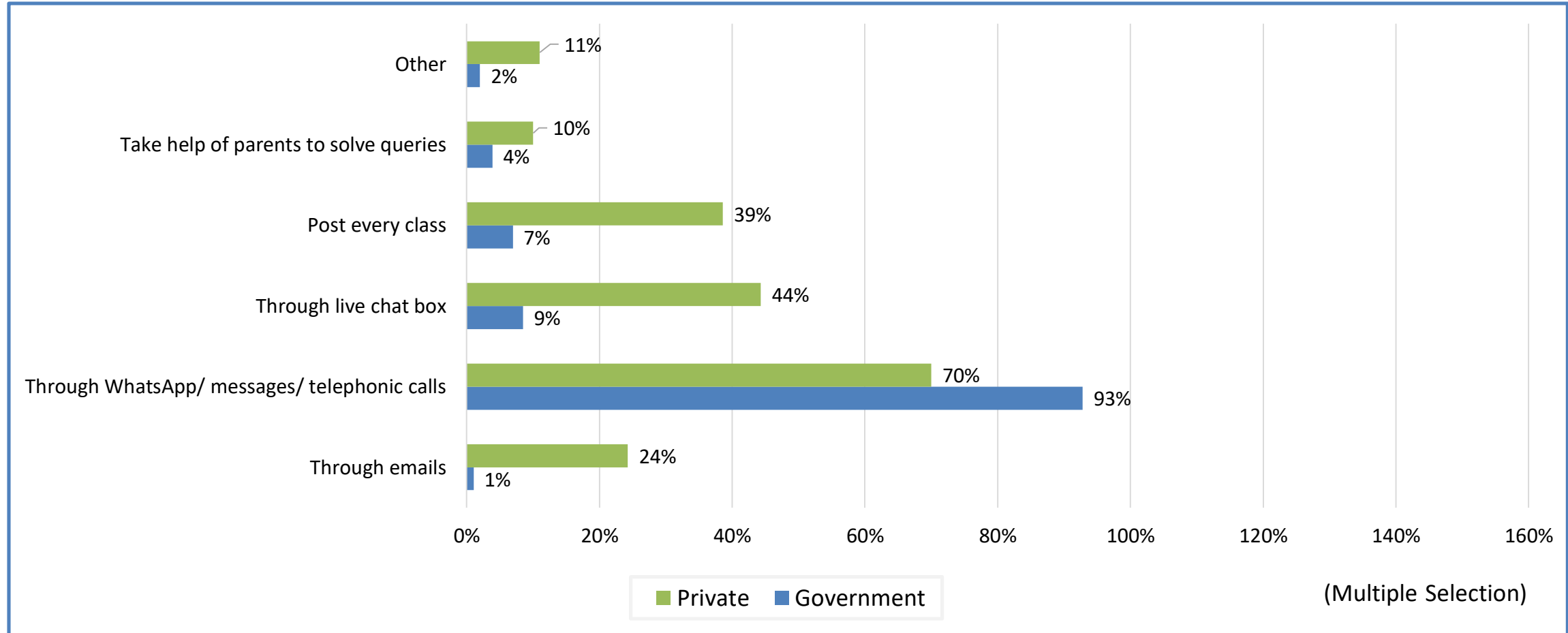


- WhatsApp, Messages and Calls predominates for resolving queries of students.
- However, the privacy was a great concern. Circulation of numbers is leading to calls and messages at odd hours, unnecessary calls, etc.

# **Students**
## To understand access, satisfaction and issues faced by students

# Digital Divide: Access to Education



**Receiving online education**

| | Government | Private |
|---|---|---|
| No | 17% | 6% |
| Yes | 83% | 94% |

Legend: ■ Yes ■ No
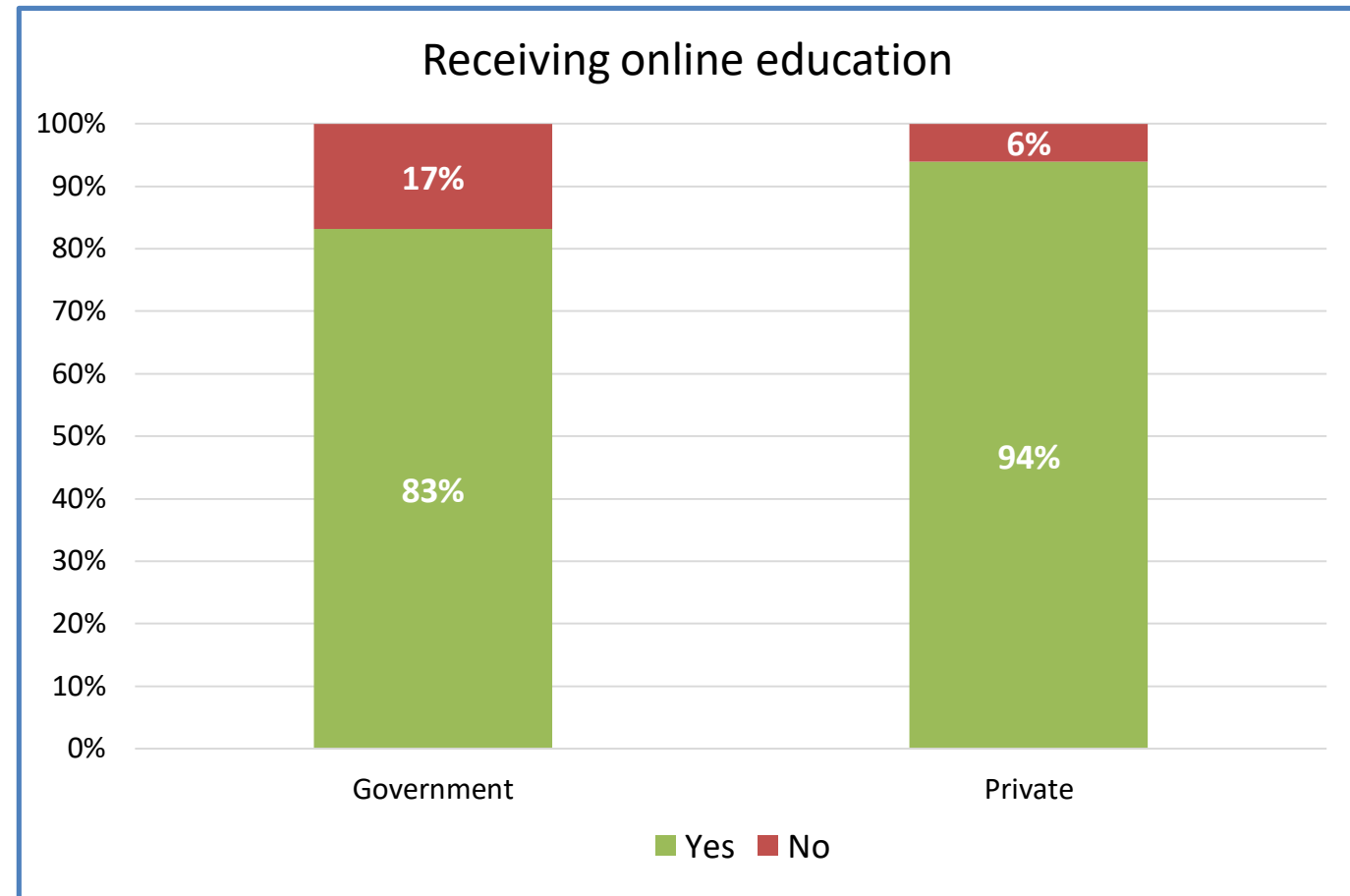
17% of the Government School students are unable to get online education

# Learning Atmosphere & Hardware

## Availability of electronic device to access the lessons

### Government



- 11%
- 25%
- 64%
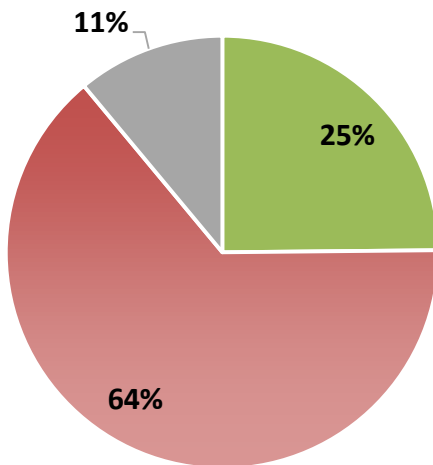
Legend:
- ■ Yes, my own
- ■ Yes, my parents/ siblings
- ■ No

### Private



- 34%
- 60%
- 6%
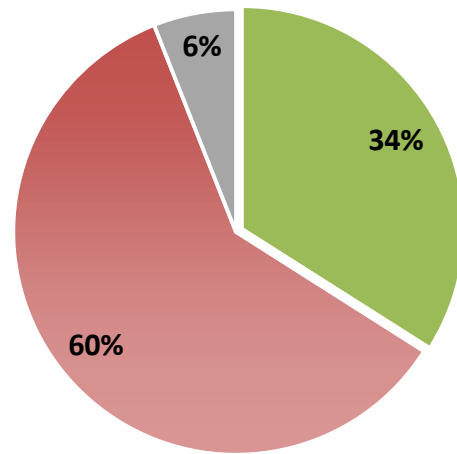
Legend:
- ■ Yes, my own
- ■ No, my parents/siblings
- ■ No

### Necessary space, light & undisturbed place to continue learning



Private: No 6%, Yes 94%
Government: No 14%, Yes 86%

Legend:
- ■ No  ■ Yes
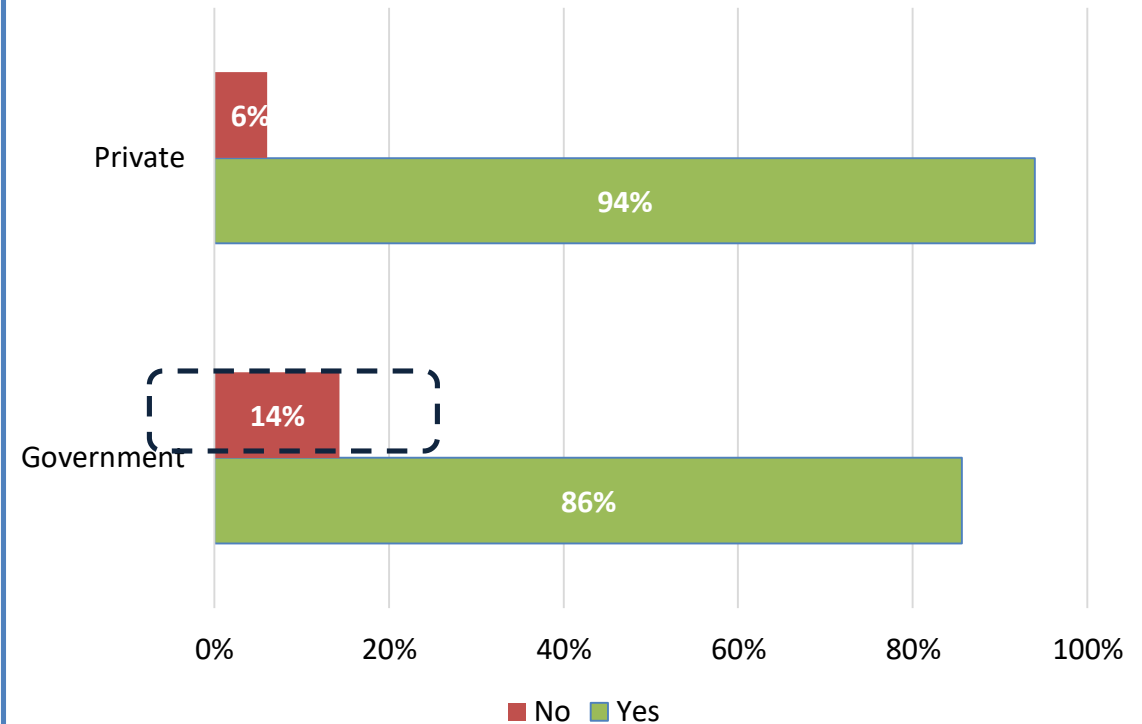
**Government School Students** neither have **hardware** nor **learning atmosphere** to access the education.

# Platforms being used for Communication



Chart — Private (green) vs Government (blue):

| Platform | Private | Government |
|---|---|---|
| Not Applicable | 7% | 16% |
| Other teaching app like Extramarks, Byju's, etc. | 1% | 6% |
| Accessing Government initiatives/ portals (DIKSHA/ SWAYAM etc.) | 2% | 1% |
| Providing only worksheets | 7% | 10% |
| Through e-mails & whats app | 63% | 57% |
| Online platforms like ERP system or MOODLE etc. | 5% | 0% |
| Recorded audio/video clips | 32% | 22% |
| Online lectures through official Facebook | 3% | 1% |
| ZOOM, Google Hangout, Google Meet, etc | 46% | 33% |

(Multiple Selection)

- Depending upon the availability, the platforms used vary greatly.
- This is evident that students studying in government schools are **highly dependent on emails & WhatsApp rather than** government portals.

# Learners Choice: Inclination towards Blended Approach



**Preferred Teaching-Learning Methodology**

| | Government | Private |
|---|---|---|
| Both offline & online classes | 40% | 33% |
| Online education or online classes | 3% | 10% |
| Offline or face-to-face classes | 57% | 57% |

Legend:
- ■ Offline or face-to-face classes
- ■ Online education or online classes
- ■ Both offline & online classes
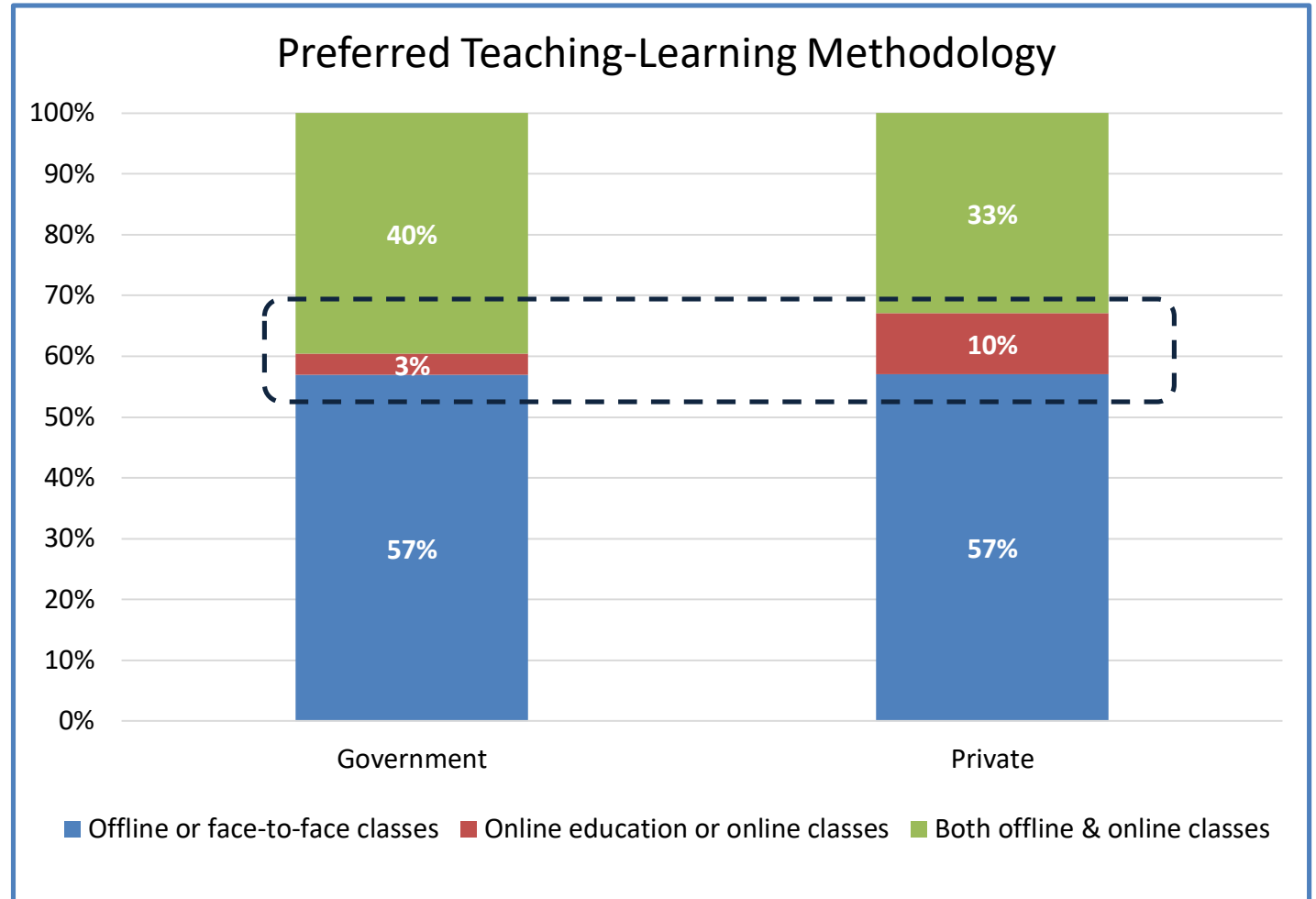
**Inclination towards** Blended Approach (40% Govt., 33% Private students)is visible.

# Effectiveness : Unresolved doubts/queries



Doubts and questions properly taken and solved

| | Government | Private |
|---|---|---|
| No | 20% | 13% |
| Yes | 80% | 87% |

Yes ■ No
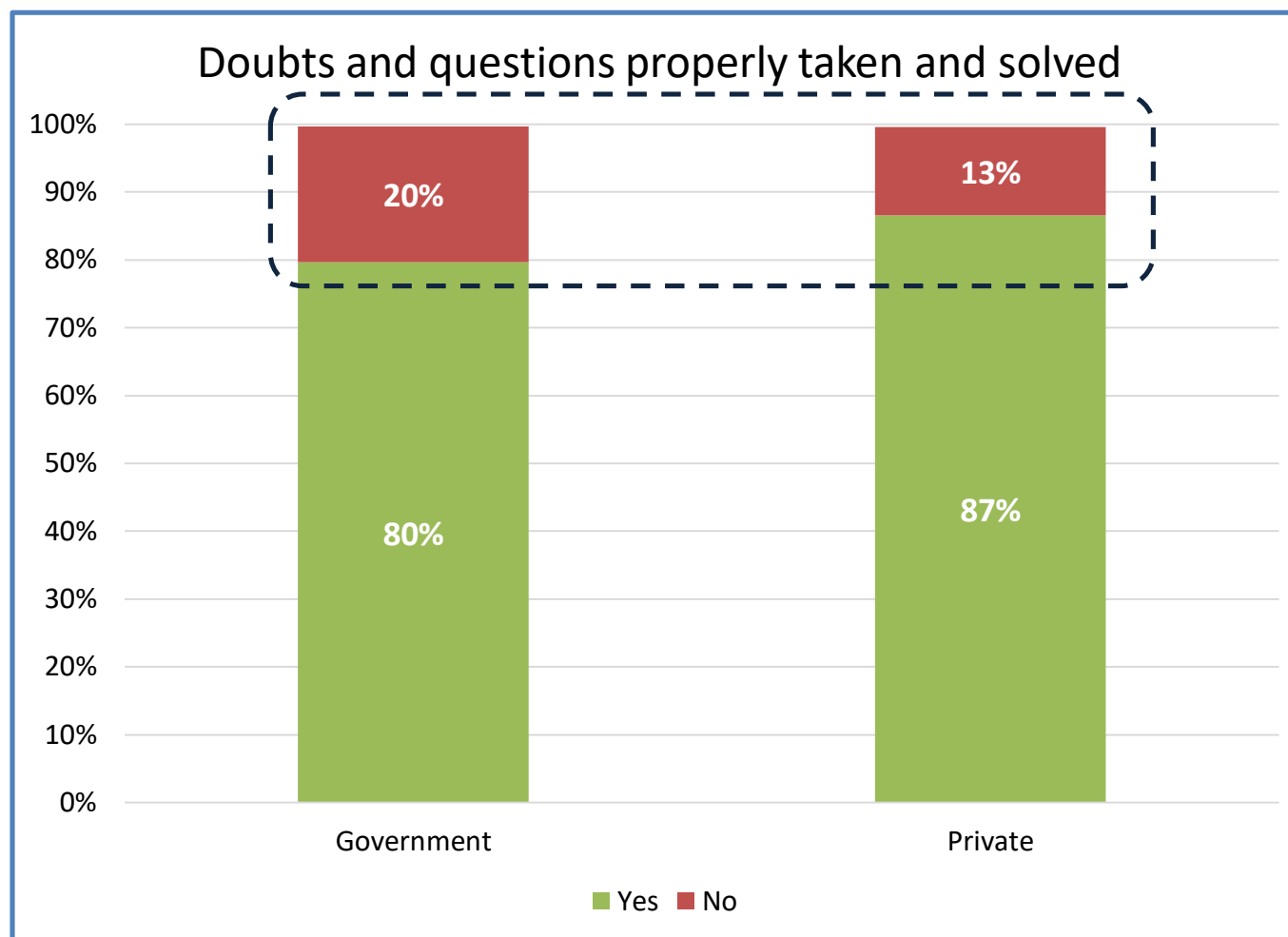
The effectiveness of online teaching remains 80% as the queries/doubts remained.

# Stress Level: Moderate

**Stressed due to online learning in the wake of this lockdown**



| | Government | Private |
|---|---|---|
| Not Applicable | 13% | 5% |
| No | 57% | 67% |
| Yes | 30% | 28% |

Legend: ■ Yes  ■ No  ■ Not Applicable
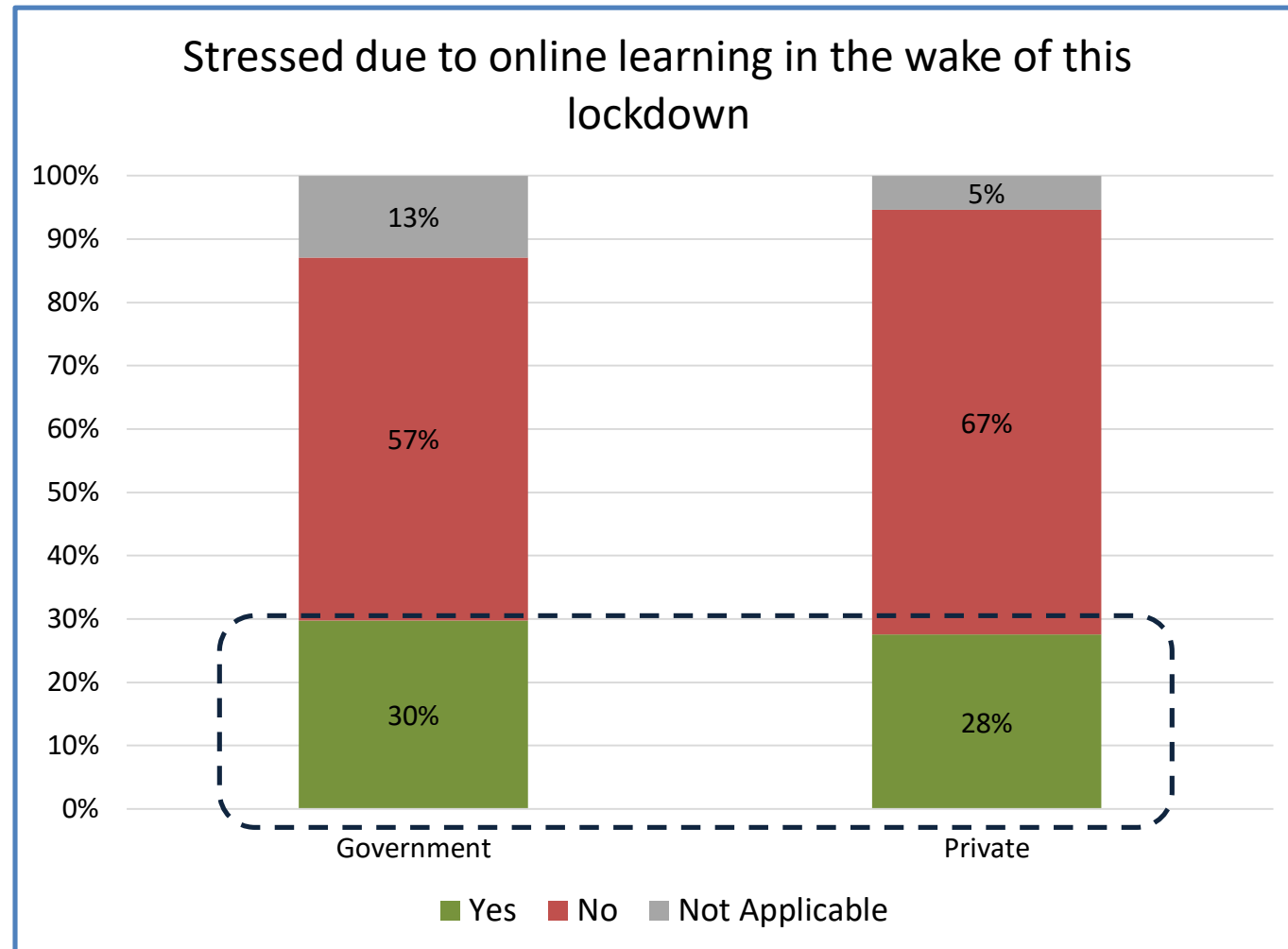
The stress level is moderate among the students in **Government** and **Private** school students.

# Support Required – Different type, different support



Support expected from teachers/schools/government

| Support | Private | Government |
|---|---|---|
| Providing online education & e-contents | 11% | 20% |
| Postponing examinations | 26% | 15% |
| Reduction in syllabi | 48% | 40% |
| Free or subsidized internet facilities | 40% | 44% |
| Relaxation in fees | 55% | 16% |

(Multiple Selection)
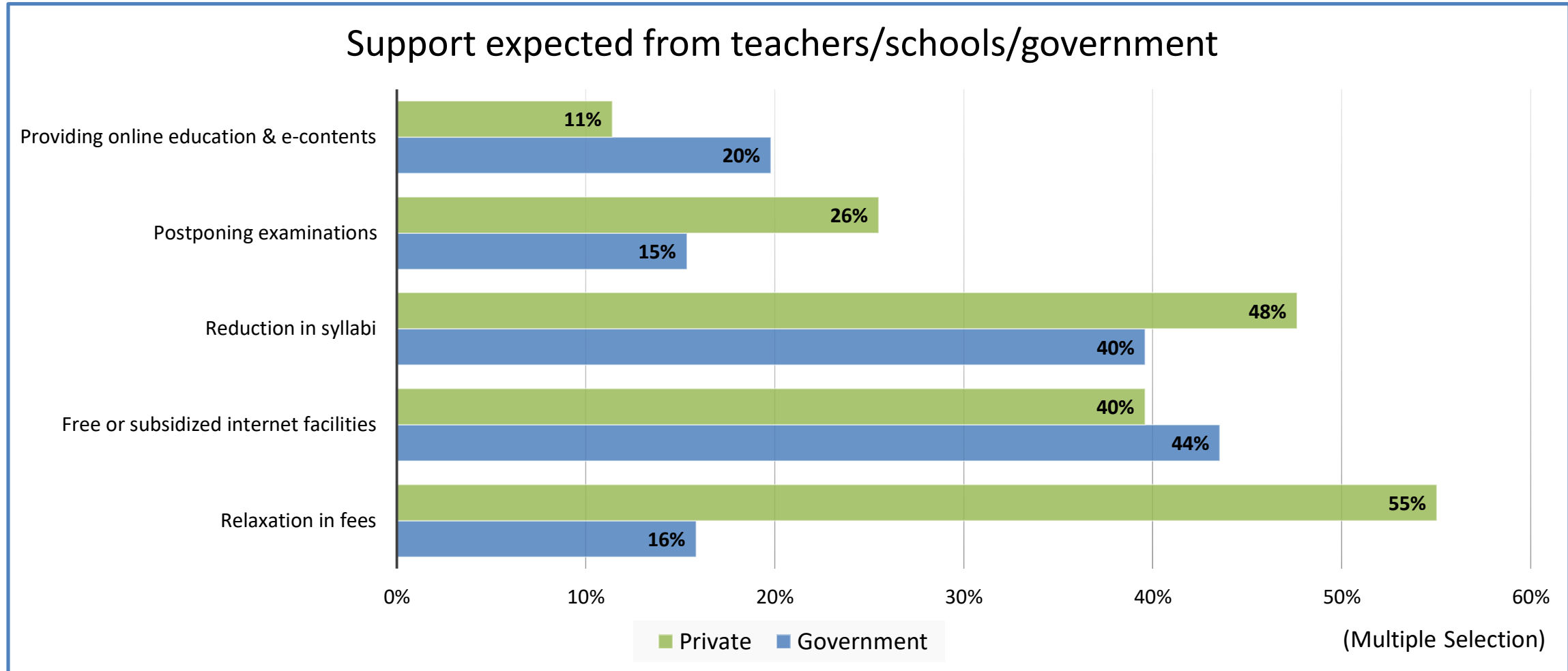
- **Private** school students are concerned about fees and syllabi
- **Government** school students struggle with internet facilities and syllabi

# Parents
To understand their comfort and issues pertaining to online learning
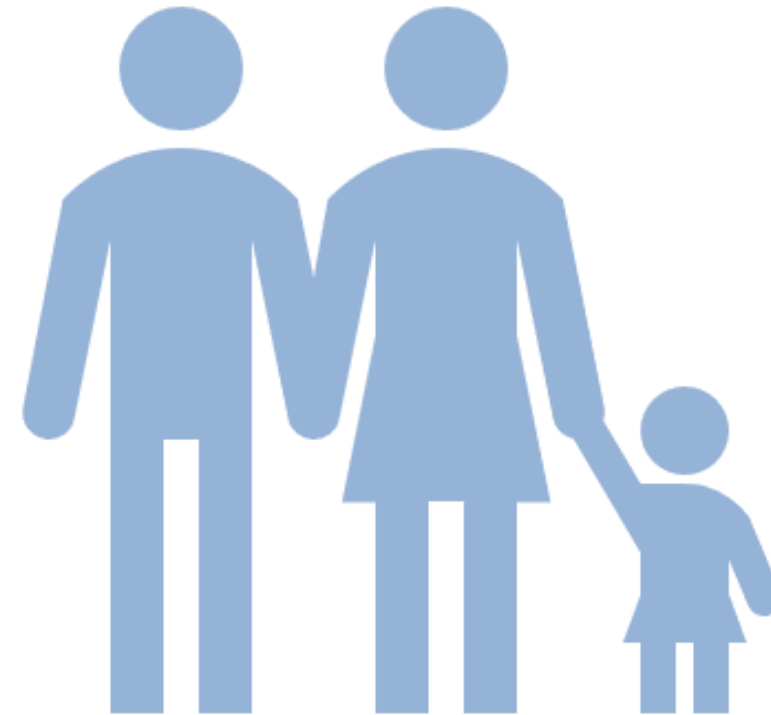
# Accessibility & Adequacy: Challenge to Many



Receiving online education

Sufficient hardware available for online education
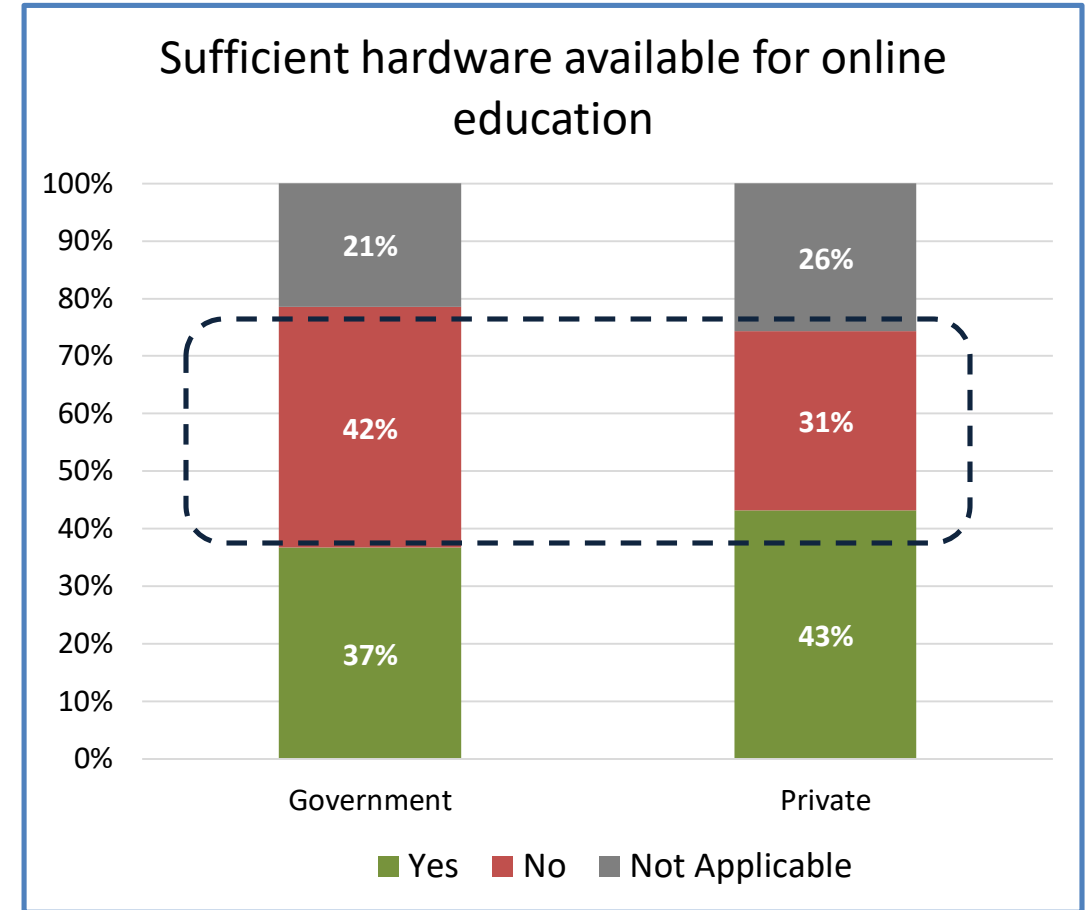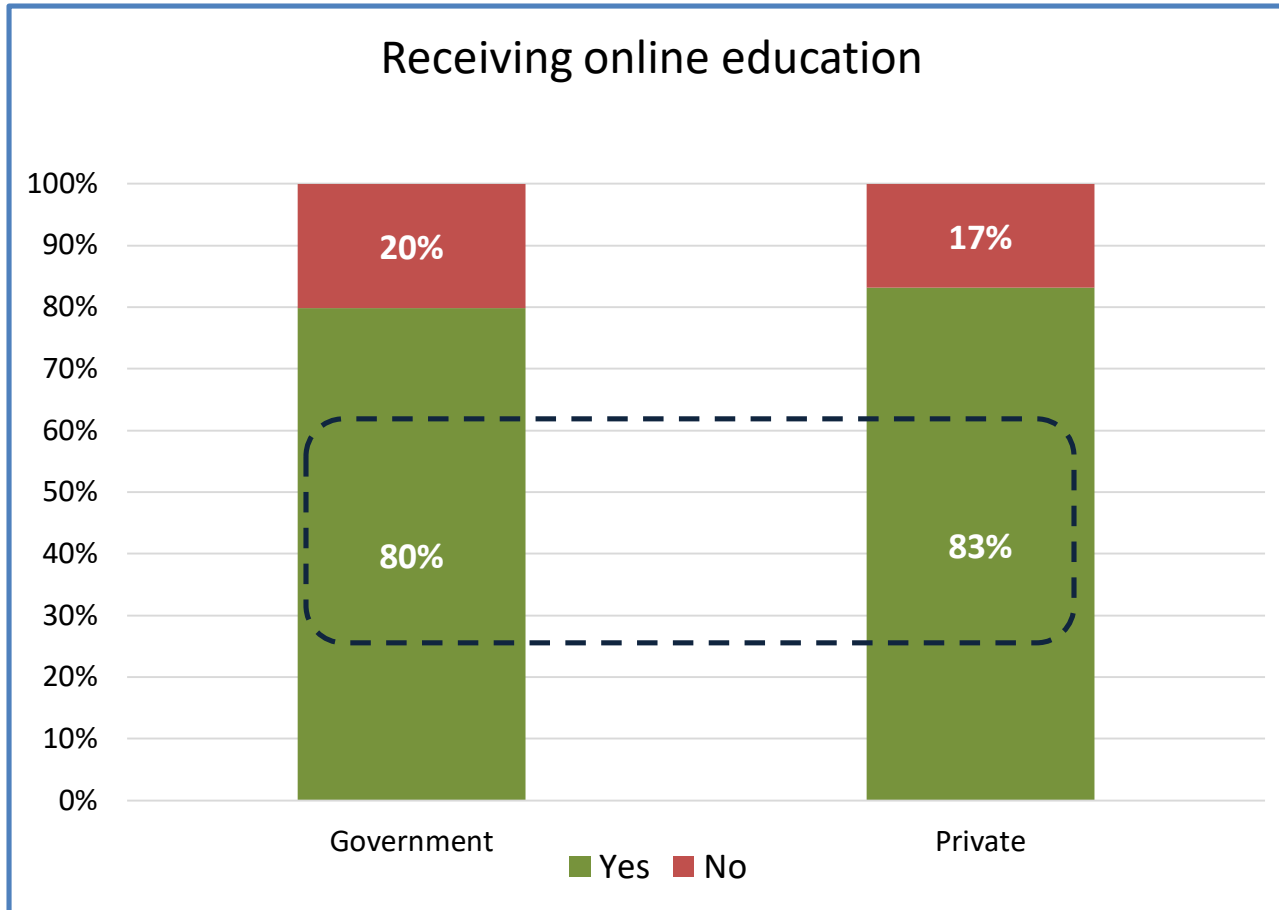
- According to Parents, approximately **80%** of the children are able to **access** online education.
- Approximately half of them are left out either due to no online education or insufficient hardware.

# Availability & Affordability

## Available resources (mobile, laptop, computers, internet, television etc.) for online classes



- Not Applicable: 7% (Private), 15% (Government)
- Laptop/Smart Mobile phones not available but have internet facility: 1% (Private), 0% (Government)
- Laptop/ smart phone not available with no internet facility: 3% (Private), 4% (Government)
- Laptop/ smart phones available with internet connectivity: 87% (Private), 80% (Government)
- Laptop/ Smart phones available with no internet facility: 2% (Private), 1% (Government)
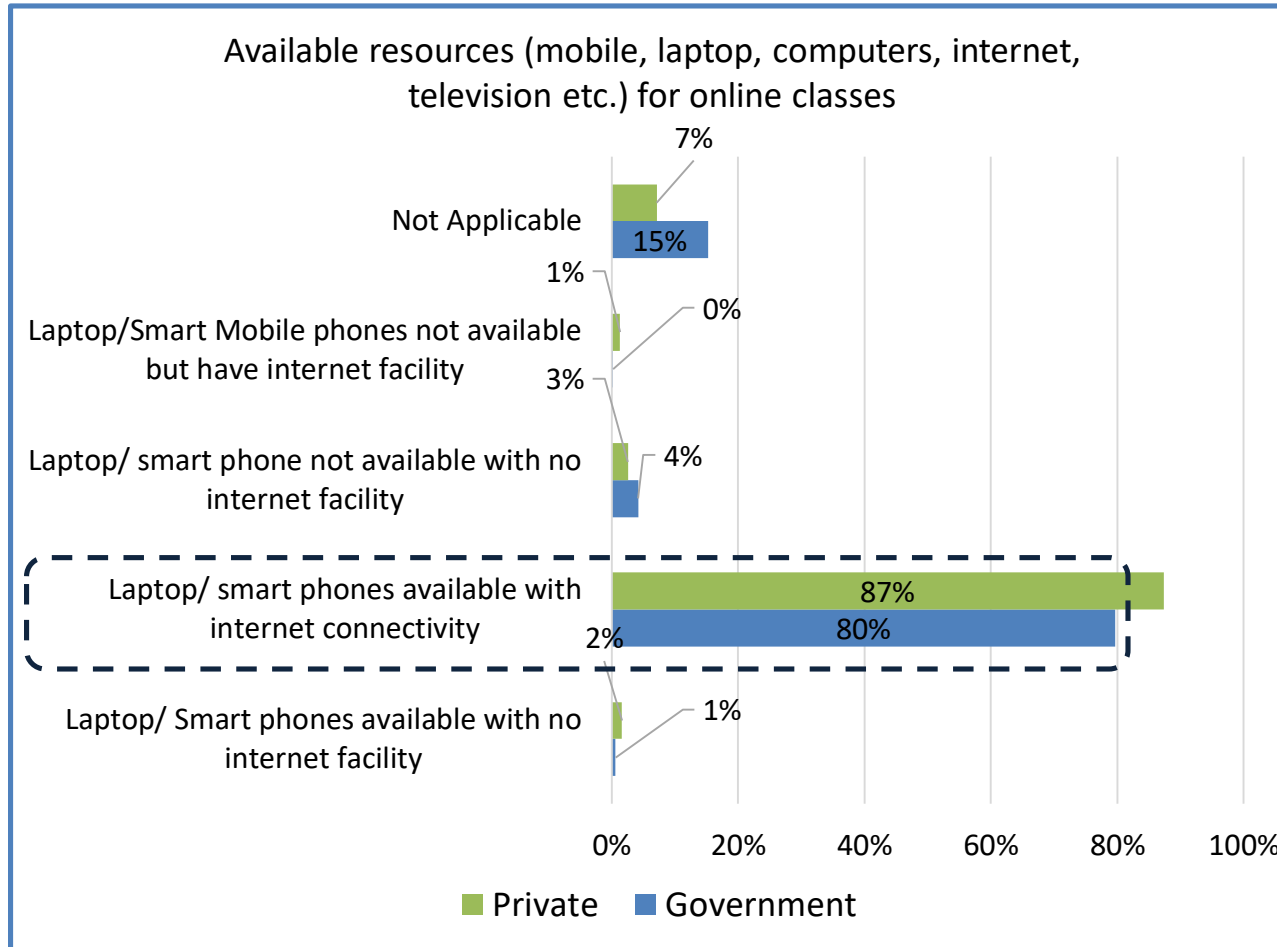
■ Private  ■ Government

## Financial burden due to online classes?



Government: None of the above 19%, No Financial burden 69%, Yes due to mobile/internet recharge 12%, Yes due to additional fees charged by school 1%

Private: None of the above 17%, No Financial burden 68%, Yes due to mobile/internet recharge 11%, Yes due to additional fees charged by school 4%

■ None of the above
■ No Financial burden
■ Yes, due to mobile/internet recharge
■ Yes, due to additional fees charged by school

- Most of the parents have laptop/ smart phones.
- Some of them feel that financial burden has increased due to extra fees as well as internet charges.

# Satisfaction: Reality Check



**Satisfied with online classes run by school for your child's learning (can select more than one)**

Government: Fully 28%, Partially 43%, Not at all 11%, Not applicable 19%
Private: Fully 21%, Partially 49%, Not at all 13%, Not applicable 17%

Legend: Fully, Partially, Not at all, Not applicable

**Blend of online & offline teaching in the school after lockdown**

Yes: Government 48%, Private 43%
No: Government 21%, Private 30%
Can't say: Government 18%, Private 14%
Not applicable: Government 13%, Private 13%

Legend: Government, Private

- A significant amount of parents are **not satisfied completely**.
- However, adoption blended approach of teaching remained **dicey**.

# Problems faced

| | Government | Private |
|---|---|---|
| **Poor routine** | 22% | 17% |
| **Lack of concentration** | 18% | 26% |
| **No co-curricular activities** | 5% | 11% |
| **No hardware** | 3% | 2% |
| **No internet facility** | 3% | 4% |
| **No network facility** | 4% | 5% |
| **Strain on eyes & head** | 13% | 24% |
| **No questions of children solved** | 12% | 14% |
| **No feedback** | 9% | 11% |
| **No worksheet** | 4% | 4% |
| **Only teachers speak** | 4% | 6% |
| **No clarity** | 13% | 13% |
| **Lack of Experiential learning** | 1% | 9% |

(Multiple Selection)

# Support required

| | Government | Private |
|---|---|---|
| Webinar on how to access online education | 8% | 7% |
| Counselling for better mental health | 6% | 12% |
| Making government initiatives like DIKSHA, SWAYAM etc | 16% | 13% |
| Reduction in syllabi | 8% | 15% |
| Reduction in syllabi of board examinations, NEET etc. | 1% | 4% |
| Better network connection | 7% | 14% |
| Free/ subsidized internet | 18% | 21% |
| Provide teaching learning material to students | 24% | 20% |
| Stationery resources | 34% | 33% |
| Providing hardware | 13% | 18% |
| No more support required | 33% | 20% |

(Multiple Selection)

# Awareness about Government Initiatives

# Government Initiatives: Mixed Response (1/2)

## Principal's Take

**Awareness among teachers about different government initiatives**

Legend: ■ Private ■ Government

| Initiative | Private | Government |
|---|---|---|
| Not aware | 14% | 26% |
| Online education through television | 24% | 38% |
| SWAYAM Prabha and DTH Channels | 26% | 30% |
| NROER | 6% | 9% |
| NISHTHA apps | 19% | 22% |
| DIKSHA PORTAL | 72% | 55% |
| SWAYAM PORTAL | 58% | 43% |

## Teacher's Take

**Usability of material on Government portals**

| | Government | Private |
|---|---|---|
| Not accessed the material | 46% | 40% |
| No | 4% | 1% |
| Yes | 50% | 59% |

Legend: ■ Yes ■ No ■ Not accessed the material
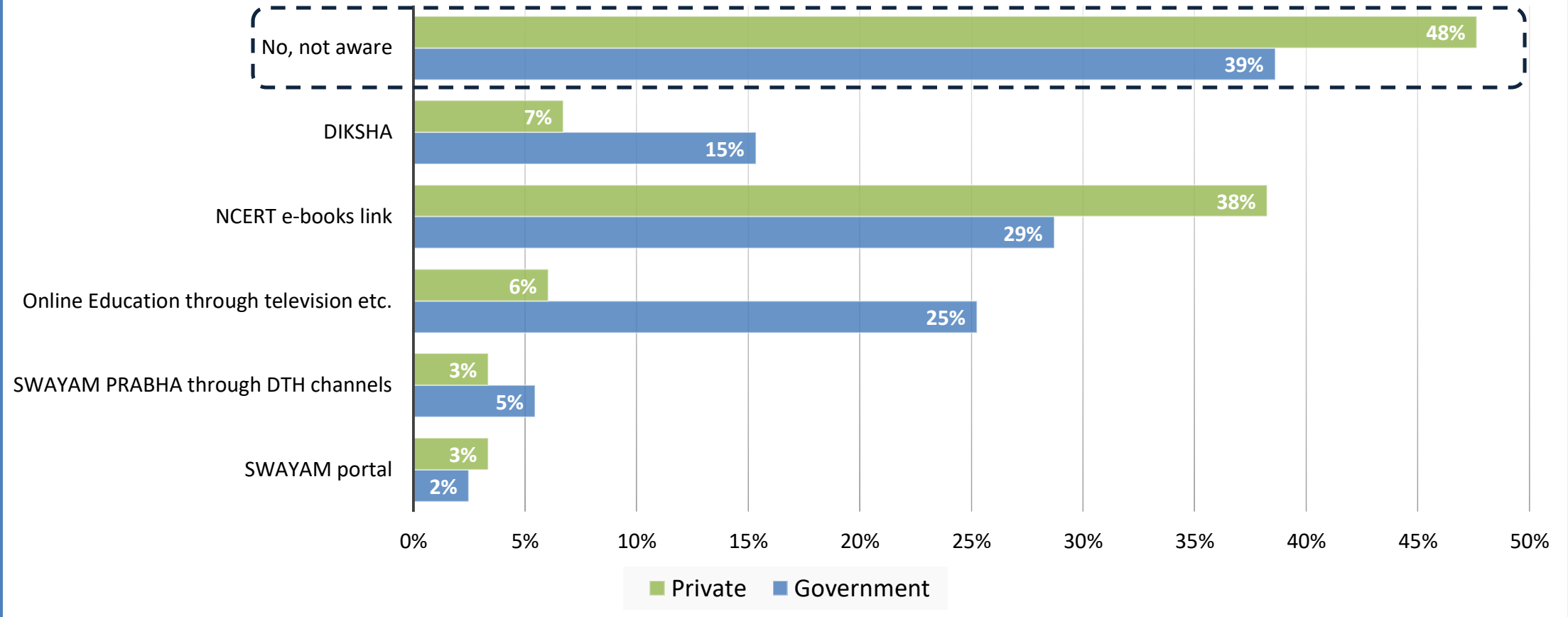
- 26% Govt. teachers & 14% Private school teachers are **not aware** of any.
- Most teachers who have accessed the learning material on government portals find it useful.

# Government Initiatives: Mixed Response (2/2)

## Student's Take

### Awareness about government initiatives for online education



| Initiative | Private | Government |
|---|---|---|
| No, not aware | 48% | 39% |
| DIKSHA | 7% | 15% |
| NCERT e-books link | 38% | 29% |
| Online Education through television etc. | 6% | 25% |
| SWAYAM PRABHA through DTH channels | 3% | 5% |
| SWAYAM portal | 3% | 2% |

Legend: ■ Private ■ Government

- There seems to be a need to **spread awareness** about the Government Initiatives among students.

# Limitations of the Survey

# Limitations of the Survey

Findings of survey needs to be interpreted taking into considerations following limitation arising out of lockdown in wake of COVID19:

- Due to unavailability of sampling frame for students and teachers, **snowball sampling** techniques was employed.

- Schools of **NCR Regions** constitute the population of study, sampling frame for schools were created by extracting data base of schools online.

- Principals of government schools were busy with assigned duty by concerned department

- Some principals of private schools were not forthcoming due to no permission by management.

# Insights, Recommendations & Interventions

# Key Insights

- Transition to online education at secondary & higher classes happened faster in govt. schools, they are struggling at upper primary & primary level
- Schools are focusing more on core schools subjects (Science, Mathematics & English) for online education. Co-scholastic activities are worst hit by COVID 19 in online education
- Govt. school teachers grappling with real-time interaction with students during online education due to lack of proper training of online education
- Majority students in private & govt. schools are preferring face to face mode to online mode of education
- Private schools are facing financial challenges due to COVID 19 induced situations
- Majority of students in govt. schools do not have appropriate digital devices & online connectivity for accessing online classes
- Students have very limited awareness about govt. initiatives for online education
- Lack of awareness in teachers about all major initiatives of govt.
- Good number of students have reported that they are experiencing stress & mental health issues.
- Digital divide to be addressed- education to all is a fundamental right
- Government to strengthen the e-content available (all at one place & varied medium of instructions). Ease of access & User friendliness to be stressed upon.

# Recommendations to MHRD

- ❑ Training required for govt. schools on conducting real-time online classes, creating e-learning materials and working on MOODLE & online assessment of learning etc. A robust platform like Google Meet/Zoom, etc. to be created to conduct online classes
- ❑ ICT Competency of the teachers to be enhanced
- ❑ Measures for diversifying e-learning contents available through NISTHA, SWAYAM, SWAYAM Prabha and further availability of e-learning materials in vernacular languages etc.
- ❑ Measures for rationalization & reduction in syllabi for all classes and competitive examination (NEET, Engineering etc.)
- ❑ Measures for equipping govt. school students with electronic devices & internet connectivity for accessing online classes
- ❑ Guidelines for online classes as some students have reported stress and mental health issues
- ❑ Guidelines for reopening of schools, Clear protocols for schools, teachers and students to be laid out for smooth functioning post-lockdown
- ❑ Guidelines for continuation of blended TLP (Teaching-Learning Process)
- ❑ Digital divide to be addressed- education to all is a fundamental right
- ❑ Financials for both Schools as well as Parents to be balanced
- ❑ Blended Approach is the need of an hour

# NABET-QCI Intervention -

INABET-QCI can conduct following activities for enabling schools staving off COVID 19 induced situations challenges:

- ✓ Awareness program on preparing schools for Pandemic
- ✓ Workshops for teachers:
    - ✓ Empowering teachers: Building Capacity
    - ✓ Blended learning as a class culture
    - ✓ Designing, developing & delivering online courses in school education
- ✓ Online Self-Assessment for teachers
- ✓ Assessment of teachers on blended learning and effectiveness
- ✓ Creation of modules for assessing learning outcomes
- ✓ Assessment of schools on preparedness against Pandemic
- ✓ Quality improvement in Teaching-Learning Process