

CERTIFICATE

This is to certify that this project titled “The Impact of COVID-19 on the Indian Education System – A Case Study” submitted by *Mantasha Hussain*, a student of 6th Semester of the Department of Economics, Raniganj Girls’ College for the award of degree of *BSC Honours in Economics* has been carried out under my guidance and supervision.

Name of the student	Registration Number
Mantasha Hussain	· KNU19113001059 of 2019 -20

Place: *Raniganj*

Paitha Goewami 10.5.2022
Signature of the supervisor

Raniganj Girls' College

Name: Mantasha Hussain

Subject: Economics

Semester: VI

KNU Registration no. :-

KNU19113001059

Year of Registration :- 2019 (2019-20)

Course Name: Project Course

Code: BSCHECODSE604

Session- 2021-22

Mantasha Hussain
KNU19113001059-2019

Title of the Project

**“The Impact of COVID-19 on
the Indian Education System
– A Case Study”**

Acknowledgement

I take this opportunity to express my gratitude to the Dr Chhabi De, Honourable Principal of Raniganj Girls' College. I also take this opportunity to express my gratitude to Dr Swarbhanu Mitra, Head of the Department of Economics, Raniganj Girls' College. I also express my gratitude to Dr Pritha Goswami, Assistant Professor of Economics, Raniganj Girls' College for her guidance in completing the project. Lastly, I would like to express the love for my parents, whose constant nurturing helped me to bring this project to completion.

Mantasha Hussain
Mantasha Hussain

Student of Economics Honours

Semester VI

Batch 2019-2022

Reg no. :- KNU19113001059-2019-20

Contents

Serial Number	Particulars	Page Number
1.	Introduction	4
2.	Analysis of Three Reports	5
3.	Survey	13
4.	Conclusion	15
5.	References	15
6.	Appendix-Survey Response Table	16

Introduction

The Coronavirus disease (Covid-19) originated as a severe acute respiratory syndrome in the Wuhan province of China and was first reported by World Health Organization (WHO) in December 2019. The disease quickly spread to different countries all over the world and WHO declared it to be a pandemic. To prevent the spread of the virus, the Indian government imposed countrywide lockdown starting on 25, March, 2020. This also led to the closure educational institutions all over the country. Even though the educational institution reopen from the end of 2021, it is commonly felt coronavirus diseases adversely affect the education during lockdown. This statement also supported by three important reports published by UNICEF, Oxfam & ASER.

Objective of the study:

The objective of this project is to analyze:

- a. the nature of impact of Covid-19 on Indian education system and
- b. the extent of the impact of Covid-19 on Indian education system

Materials and Method:

The study begins with the discussion of the impact of COVID-19 on the education system in India from the findings in three important reports namely "India Case Study Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia" published by United Nations Children's Fund (UNICEF) in October 2021, "Annual Status of Education Report West Bengal 2021" published by ASER and "Status Report- Government and private schools during COVID-19" published by Oxfam in September 2020. This is followed by an analysis of a survey based on the questionnaire method carried out on fifty students aged between 16 to 19 years residing in Raniganj and its neighbouring locality on their accessibility to education during lockdown.

The analysis in the project is carried out in different sections. The secondary sources that have been used are mentioned in the section on References.

Analysis of three Reports

India has the world's second-largest school system, after China. Shutting schools to maintain social distancing during the COVID-19 crisis was the most logical solution to avoid community transmission in the initial response to COVID-19, given uncertainty over transmission rates among school-aged children and the potential impact of the virus.

ASER Report 2021

This ASER survey was conducted in all the district of West Bengal (except Darjeeling) in December 2021, when children were in the 2021-22 school year. The survey is representative at state level. Schooling information was collected for all children aged 3-16 in each survey of households, and all children aged 5-16 were assessed on their ability to read simple text and do basic arithmetic.

Government school enrolment:

In 2021, it was found

- Age group of 7 to 10:- 88.8% of boys and 89.2% of girls were enrolled in school.
- Age group of 11 to 14:- 94.2% of boys and 94.9% of girl enrolled in school.
- Age group of 15 to 16:- 90.5% of boys and 95.2% of girls enrolled in school.
- The largest decrease in children out of a school is among older children (age 15 to 16) especially boys.

Learning Ability

- In 2021, standard 1-2 students' reading ability 7.1% decreased as compared to 2018.
- In 2021, 7.1% of standard 1-2 and 4.6% of standard 3-4 students' reading ability decreased as compared to 2018.
- In 2021, the ability of reading of student of standard 6 to 8 increased by 2.9% as compared to 2018

Availability of learning resources:

In government school children had contact: 64.5% via smart phones , 10.8% via Radio, 55.4% via television and 2.8% via reading material.

In private school children had contact: 81.4% via smartphone, 19.2% via radio, 72.4% via TV and 6.9% we are reading material.

ASER West Bengal rural report shows 66.4% of students received help from their family members while studying at home.

In Government schools under learning activities at home, the survey found that 57.7%

students used traditional method like test book and worksheet, 8.5% used broadcast and 11.4% used online method.

The study also found that 95.3% of children were provided mid-day meals in government school.

Oxfam Report

A report by Oxfam India indicated that children studying in government schools were hit particularly hard. Twenty seven crores of children in India have been affected by the closure of schools due to the COVID- 19 pandemic. With the intention of understanding the impact of pandemic on access to education, modes of education delivery and access to entitlements in both government and private schools, the survey was conducted among 1,158 parents. 488 teachers across Bihar, Chhattisgarh, Jharkhand, Odisha and Uttar Pradesh between May and June of the same year through rapid assessment methods.

More than 80% of government school student in Odisha, Bihar, Jharkhand, Chhattisgarh and Uttar Pradesh did not receive any educational materials during the lockdown. This failure was mostly because families did not have digital devices and access to digital mediums of education, said the study released on September 4, 2020.

Only 15% of Indian's rural households had access to the internet and these numbers are even fewer among marginalized social groups such as Dalits, Adivasis and Muslims, as per government data. Further, gendered access to digital mediums excluded many girls from education during the lockdown.

The problem of digital access was further exacerbated by unavailability of textbooks- 80% of the parents surveyed of Oxfam India said that their children had no textbooks to support online classes. It is imperative and textbooks reach children before the start of classes, said 71% of teachers who participated in the study. Schools in India shut down in March due to the pandemic but classes were resumed online by June. The Oxfam study aimed to assess the impact of the long period lockdown on students in multiple areas, including the supply of mid – day meals

In government school, the impact of covid-19 affected not only the delivery of education but also that of additional entitlements such as the provision of learning material and mid-day meals, said the study; despite the Supreme Court's direction to states to ensure the supply of these essential amenities. The survey also found that 35% of children did not receive their mid-day meals.

Education delivery by private schools too was impacted though not to the extent reported by government schools. Overall, 59% of parents with children studying in private schools reported non-delivery of education.

Study by UNICEF

The closures of education institutions across the country due to the pandemic have affected millions of learners across India from pre-primary through secondary levels of schooling. Although a lot of digital content has been generated and transmitted to help children continue to learn from home, there is limited evidence on the extent to which this content is actually reaching children, whether they are engaging with it and the impact it is having on their participation and learning. This study incorporated the findings made under Annual Status of Education Report (ASER 2020) and Oxfam

The study by UNICEF (2021) mentioned the findings of ASER 2020 with respect to “provision of, and access to, remote education mechanisms and materials in rural parts of the country” as follows:

- ‘Only 36 per cent of all enrolled children received learning materials or activities from their teachers’
- ‘37 per cent of children in higher grades (Grade 9 and above) received learning materials, compared to 31 percent of children in lower grades (Grades 1–2). These percentages were consistently higher for children in private schools compared to government schools across all grades’.
- ‘Among those who did receive learning materials, 67 percent of government school students and 87 per cent of private school students received them on WhatsApp. Government schools tended to use phone calls and personal visits more often than private schools’.
- ‘Of the enrolled children who didn’t receive any learning materials, 68 per cent of parents cited schools not sending materials, while 24 per cent of households stated not owning a smartphone as the reason. This number was almost 5 per cent higher for government schools than private schools’.

A survey carried by UNICEF in six states concluded that most respondents feel that students are falling behind compared with where they should be, including in social skills, fitness, job prospects etc. Some 67 per cent of parents of students aged 5–13 and 71 per cent of students aged 14–18 state that overall progress is significantly behind or

somewhat behind, compared with what it would be in school. Among all the Indian states, Kerala was found to be an exception.

Responses to COVID-19

The Government has taken several steps to reduce the negative impact of COVID-19 on the education sector. The system has been quick to transition to distance learning, teachers have worked hard to adapt to the changing nature of their role, and parents and communities have come together to support their children's learning. India's education sector saw a surge in solutions to support students during the COVID-19 lockdown. They included core remote-learning solutions (traditional tools such as textbooks and home visits, tech-enabled and mass communication solutions such as WhatsApp, YouTube, TV and radio, and blended solutions that combine face-to-face with e-learning) and learning enabling solutions (such as midday meals, sanitation kits and monetary support). The Ministry of Education has also made a strong effort to create a repository of learning content and implement EdTech interventions (in partnership with NGOs) to increase access to digital learning.

- Diksha portal contains e-Learning content for students, teachers, and parents aligned to the curriculum, including video lessons, worksheets, textbooks and assessments. Under the guidance of its national boards of education (CBSE) and NCERT, the content has been created by more than 250 teachers who teach in multiple languages. The app is available to use offline. It has more than 80,000 e-Books for classes 1 to 12 created by CBSE, NCERT in multiple languages. The contents can also be viewed through QR codes on textbooks. The app can be downloaded from IOS and Google Play Store. Website: <https://diksha.gov.in> or <https://seshaqun.gov.in/shaqun>
- e-Pathshala is an e-Learning app by NCERT for classes 1 to 12 in multiple languages. The app houses books, videos, audio, etc. aimed at students, educators and parents in multiple languages including Hindi, Urdu, and English. In this web portal NCERT has deployed 1886 audios, 2000 videos, 696 e-Books and 504 Flip Books for classes I to 12 in different languages. Mobile Apps is available. Website: <http://epathshala.nic.in> or <http://epathshala.gov.in>.
- National Repository of Open Educational Resources (NROER) portal provides a host of resources for students and teachers in multiple languages including books, interactive modules and videos including a host of STEM-based games. Content is mapped to the curriculum for classes 1-12, including aligned resources for teachers. It has a total of 14527

files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages. Website: <http://nroer.gov.in/welcome>

Higher Education

- Swayam is the national online education platform hosting 1900 courses covering both school (classes 9 to 12) and higher education (under graduate, post graduate programs) in all subjects including engineering, humanities and social sciences, law and management courses. The unique feature is that, it is integrated with the conventional education. Credit transfers are possible for SWAYAM courses (max. 20%). Website: <https://swayam.gov.in/>
- Swayam Prabha has 32 DTH TV channels transmitting educational contents on 24 x 7 basis. These channels are available for viewing all across the country using DD Free Dish Set Top Box and Antenna. The channel schedule and other details are available in the portal. The channels cover both school education (classes 9 to 12) and higher education (undergraduate, postgraduate, engineering Out-of-school children, vocational courses and teacher training) in arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture. Website: <https://swayamprabha.gov.in/>
- e-PG Pathshala is for postgraduate students. Postgraduate students can access this platform for e-books, online courses and study materials during this lockdown period. The importance of this platform is that students can access these facilities without having internet for the whole day. Website: <https://epgp.inflibnet.ac.in/>

Positive impact of COVID-19 on education

Though the outbreak of COVID-19 has created many negative impacts on education, educational institutions of India have accepted the challenges and trying their best to provide seamless support services to the students during the pandemic. Indian education system got the opportunity for transformation from traditional system to a new era. The following points may be considered as the positive impacts.

- Move towards Blended Learning: COVID-19 has accelerated adoption of digital technologies to deliver education. Educational institutions moved towards blended mode of learning. It encouraged all teachers and students to become more technology savvy. New ways of delivery and assessments of learning opened immense opportunities for a major transformation in the area of curriculum development and pedagogy. It also gives access to large pools of learners at a time.
- Rise in use of Learning Management Systems: Use of learning management systems by educational institutions became a great demand. It opened a great opportunity for the companies those have been developing and strengthening learning management systems for use educational institutions

(Misra,2020).

- Enhance the use of soft copy of learning material: In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference.
- Improvement in collaborative work- There is a new opportunity where collaborative teaching and learning can take on new forms. Collaborations can also happen among faculty/teachers across the world to benefit from each other (Misra, 2020).
- Rise in online meetings- The pandemic has created a massive rise in teleconferencing, virtual meetings, webinars and e-conferencing opportunities
- Enhanced Digital Literacy: The pandemic situation induced people to learn and use digital technology and resulted in increasing the digital literacy.
- Improved the use of electronic media for sharing information: Learning materials are shared among the students easily and the related queries are resolved through e-mail, SMS, phone calls and using different social Medias like WhatsApp or Facebook.
- World wide exposure: Educators and learners are getting opportunities to interact with peers from around the world. Learners adapted to an international community.
- Better time management: Students are able to manage their time more efficiently in online education during pandemics.
- Demand for Open and Distance Learning (ODL): During the pandemic situation most of the students preferred ODL mode as it encourages self-learning providing opportunities to learn from diverse resources and customized learning as per their needs.

Negative impact of COVID-19 on education:

Education sector has suffered a lot due to the outbreak of COVID-19. It has created many negative impacts on education and some of them are as pointed below:

- Educational activity hampered: Classes have been suspended and exams at different levels postponed. Different boards have already postponed the annual examinations and entrance tests. Admission process got delayed. Due to continuity in lockdown, student suffered a loss of nearly 3 months of the full academic year of 2020-21 which is going to further deteriorate the situation of continuity in education and the as students would face much difficulty in resuming schooling again after a huge gap.
- Impact on employment: Most of the recruitment got postponed due to COVID-19 Placements for students may also be affected with companies delaying the on board of students. Unemployment rate is expected to be increased due to this pandemic. In India, there is no recruitment in Govt. sector and fresh graduates fear withdrawal of their job offers from private sectors because of the current situation. The Centre for Monitoring Indian Economy's estimates on unemployment shot up from

8.4% in mid-March to 23% in early April and the urban unemployment rate to 30.9% (Educationasia.in). When the unemployment increases then the education gradually decreases as people struggle for food rather than education.

- Unprepared teachers/students for online education- Not all teachers/students are good at it or at least not all of them were ready for this sudden transition from face to face learning to online learning. Most of the teachers are just conducting lectures on video platforms such as Zoom, Google meet etc. which may not be real online learning without any dedicated online learning platform.
- Reduced global employment opportunity- Some may lose their jobs from other countries and the pass out students may not get their job outside India due to restrictions caused by COVID-19. Many Indians might have returned home after losing their jobs overseas due to COVID-19. Hence, the fresh students who are likely to enter the job market shortly may face difficulty in getting suitable employment. Many students who have already got jobs through campus interviews may not be able to join their jobs due to lockdown. The Indians who have been doing their jobs abroad may lose their jobs. Recent graduates in India are of also fearing for withdrawal of job offers from corporate sectors because of movement restriction in the current pandemic situation
- Increased responsibility of parents to educate their wards: Some educated parents are able to guide but some may not have the adequate level of education needed to teach children in the house.
- Loss of nutrition due to school closure: Mid-day meals is a school meal programme of the Government of India which is designed to provide better the nutritional food to school-age children nationwide. The closure of schools has serious implications on the daily nutrition of students as the mid-day meal schemes have temporarily been shut. Various studies have pointed out that mid-day meals are also an important contributing factor for increased enrolment in the schools
- Access to digital world: As many students have limited or no internet access and many students may not be able to afford computer, laptop or supporting mobile phones in their homes, online teaching-learning may create a digital divide among students. The lockdown has hit the poor students very hard in India as most of them are unable to explore online learning according to various reports. Thus the online teaching-learning method during pandemic COVID-19 may enhance the gap between rich/poor and urban/rural.
- Access to global education: The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, a there will be a significant decline in the demand for international higher education.
- Payment of Schools, Colleges fee got delayed: During this lockdown most of the parents will be facing the unemployment situation so they may not be able to pay the fee for that particular time periods which may affect the private institutes. integrated with a present-day mainstream higher education system.
- Govt and educational institutes should plan to continue the educational activities maintaining social

distancing. 30-40% students and teachers may attend schools/colleges in two shifts per day to carry on educational activities by obeying guidelines for COVID-19.

- At current times, access to technology and internet is an urgent requirement. So, the digital capabilities and the required infrastructure must reach to the remotest and poorest communities to facilitate the students to continue their education during the pandemics. There is a need to deploy public funds to fix the internet gap and ensure that students continue to learn digitally. The state governments/private organisations should come up with ideas to address this issue of digital education.
- Some significant issues associated with distance learning strategies like the availability and access to digital devices with internet connectivity, the need for safe learning spaces, creating capabilities for teachers, families and students to operate and navigate digital devices, and engaging lesson plans for disabled students and other marginalised groups should be addressed by Govt. and the stakeholders.



Impact of covid-19 on Indian Education system: A survey

In this study, we conduct a survey using Questionnaire technique. The survey consists 8 questions with 4 options was in the simple language that were asked to 50 students of 16-19 age group, in Raniganj Locality.

The following survey was done in properly informed set-up and consent from the individuals was taken for the participation. No individuals were forced against their will and no identifying information was collected.

Results

About Participants:

Table 1:- Summary of data of response of participants to survey questionnaire.

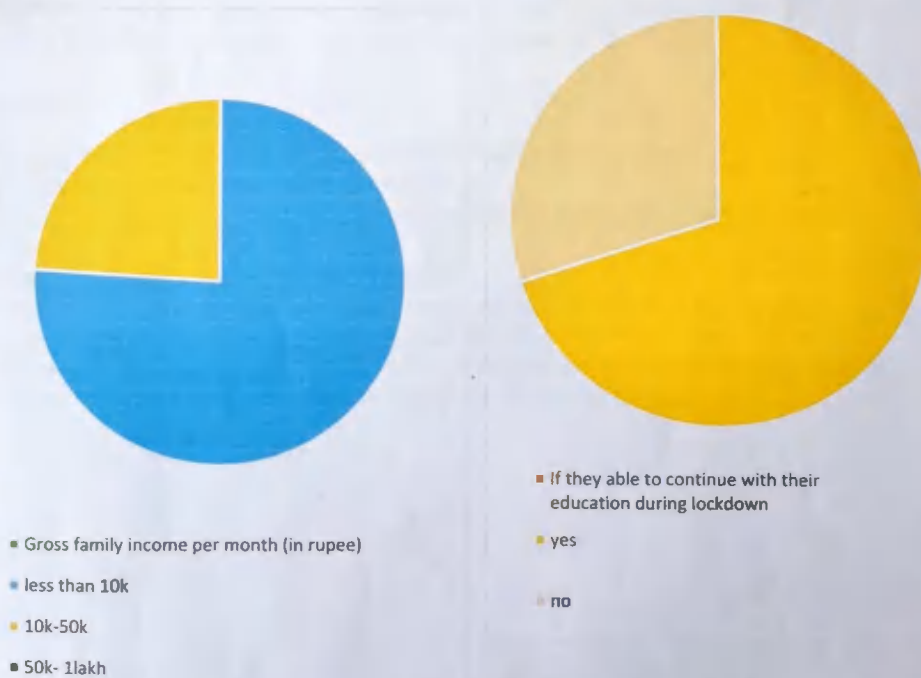
Variables	Number of subjects n=50	Percentage
Age		
14-16	6	12
17-19	44	88
Gender		
Male	10	20
Female	40	80
Region		
Raniganj	47	94
Outside Raniganj	3	6
Standard		
Class 11	20	40
Class 12	30	60

A Total of 50 students from different educational institutions in Raniganj region participated in survey. In **the Table 1** show, the mean age is 17. The age of participants belongs to two age groups :14-16, year old (6 respondent) & 17-19, year old (44 respondents). 47 (94%) respondents live in Raniganj region and 3 (6%) respondents lives outside of Raniganj Region.

Table 2: This table is showing the gross family income per month (in ₹) & Continuity of education during lockdown.

Variables	Number of subjects	Percentage
Gross family income per month (in rupee)		
less than 10k	38	76
10k-50k	12	24
50k- 1lakh	0	0
If they able to continue with their education during lockdown		
yes	35	70
no	15	30

According to **table 2**: 38 respondents' gross family income per month is less than ₹10k, which mean 76% belong to poor family and 12 respondents' gross family income per month is between ₹10k-₹50k, which mean 24% belongs to lower income & middle-class family. The survey shows that during the lockdown 70% of student were able to continue with their education and 30% of student unable to continue with their education.



Conclusion

In this study our findings indicate that the Covid-19 outbreak has made significant impact on Indian education system. We analysed three reports (UNICEF, Oxfam and ASER) In ASER reports we found that,

Children's foundational reading and arithmetic levels have dropped substantially between 2018 and 2021, especially for primary classes.

Before the grade level curriculum can be taught, providing the support needed to ensure that every child acquires basic skills is key to their ability to get back on track with their education.

Oxfam study shows, that over 60% children suffered an interruption in access to education due to the physical closure of schools.

UNICEF study said, closures have affected millions of learners from pre-primary to secondary levels of schooling, although a lot of digital content has been generated and transmitted to help children continue to learn from home.

The AAC assumes that Indian states have established digital ecosystems where all teachers and students enjoy seamless access to the internet and smartphones.

Also, Government adopt some policies to reduce the impact of covid-19 on the education system. Like providing distance learning and scholarships.

In survey, we found that 30% of student could not able to continue with their studies. Overall we found that Corona virus adversely affected the education system during lockdown, but it also encouraged use of digital medium in learning.

The project is not above limitations. We couldn't cover all the literature related to the impact of covid-19 on Indian education system in this limited scope.

References

<https://www.unicef.org/rosa/media/16511/file/India%20Case%20Study.pdf>

[https://www.oxfamindia.org/sites/default/files/2020-](https://www.oxfamindia.org/sites/default/files/2020-09/Status%20report%20Government%20and%20private%20schools%20during%20COVID%20-%202019.pdf)

[09/Status%20report%20Government%20and%20private%20schools%20during%20COVID%20-%202019.pdf](https://www.oxfamindia.org/sites/default/files/2020-09/Status%20report%20Government%20and%20private%20schools%20during%20COVID%20-%202019.pdf)

<http://www.asercentre.org/Keywords/p/405.html>

Positive impact of covid 19 on education and negative impact of covid 19 on education.

<https://www.researchgate.net/publication/350382831>

Dar S A & Lone N A, (2021), IMPACT OF COVID 19 ON EDUCATION IN INDIA, Kala : The Journal of Indian Art History Congress, ISSN : 0975-79 Volume-26, No.2(XIV) : 2020-2021 Pg. 47 -55.



Appendix

Survey Response Table

Survey Response Table
 "Impact of Covid-19 on the Indian education System- A Case Study"

Respondent	Age	Gender	Class of Study	Number of Family members	Gross Family Income	Continued with Education during Lockdown	Access to Online Education
1	16	Female	11	4	less than 10k	Yes	No
2	19	male	12	6	less than 10k	Yes	No
3	17	male	12	5	less than 10k	Yes	No
4	18	male	12	5	less than 10k	Yes	No
5	18	male	12	5	10k-50k	Yes	No
6	17	male	12	6	less than 10k	No	No
7	19	male	12	6	less than 10k	No	No
8	18	male	12	9	less than 10k	No	No
9	17	male	11	5	less than 10k	Yes	No
10	18	male	11	8	less than 10k	No	No
11	17	male	12	3	10k-50k	Yes	No
12	15	Female	11	7	less than 10k	Yes	No
13	17	Female	11	6	10k-50k	Yes	No
14	16	Female	12	7	less than 10k	Yes	No
15	17	Female	12	6	10k-50k	Yes	No
16	17	Female	12	5	less than 10k	yes	No
17	18	Female	12	7	less than 10k	yes	No
18	17	Female	12	4	less than 10k	yes	No
19	17	Female	11	5	less than 10k	No	No
20	17	Female	11	6	less than 10k	No	No
21	16	Female	11	6	less than 10k	No	No
22	17	Female	12	6	less than 10k	Yes	No
23	17	Female	12	7	less than 10k	Yes	No
24	18	Female	11	5	less than 10k	Yes	No
25	17	Female	11	5	less than 10k	Yes	No
26	18	Female	11	5	less than 10k	Yes	No
27	18	Female	12	6	less than 10k	Yes	No
28	18	Female	12	7	less than 10k	Yes	No
29	17	Female	11	11	less than 10k	Yes	No
30	16	Female	11	8	less than 10k	Yes	No
31	17	Female	12	7	less than 10k	No	No
32	17	Female	12	5	10k-50k	No	No
33	17	Female	12	7	less than 10k	Yes	No
34	16	Female	11	4	less than 10k	Yes	No
35	17	Female	11	5	10k-50k	No	No
36	17	Female	12	10	less than 10k	Yes	No
37	18	Female	12	8	less than 10k	Yes	No
38	18	Female	11	7	less than 10k	Yes	No
39	18	Female	12	7	less than 10k	yes	No
40	18	Female	12	4	less than 10k	yes	No
41	17	Female	11	6	less than 10k	yes	No
42	17	Female	11	4	10k-50k	yes	No
43	17	Female	11	5	less than 10k	yes	No
44	17	Female	12	6	less than 10k	yes	No
45	18	Female	12	4	10k-50k	No	No
46	17	Female	11	6	less than 10k	yes	No
47	18	Female	12	5	less than 10k	yes	No
48	18	Female	12	3	less than 10k	No	No
49	17	Female	11	4	less than 10k	No	No
50	17	Female	12	6	less than 10k	yes	No

forwami
10.5.2022