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National Human Rights Commission
Research Unit-II (PRPP Division)

Minutes of the Meeting of the Core Group on Children held on 25th February, 2022

A meeting of the Core Group on Children was organized virtually on 25th February, 2022, on the agenda "**Impact of Covid-19 on the Learning Outcomes of Children: Bridging the Gap**", under the chairpersonship of **Smt. Jyotika Kalra, Hon'ble Member, NHRC**. A list of participants of the meeting is at *Annexure-I*.

In her welcome address, **Smt. Anita Sinha, Joint Secretary, NHRC**, highlighted the range of impacts that the children have been facing due to the pandemic. Along with it, she spoke about the relevance of the meeting's agenda by focusing on the need to bridge the gap in learning outcomes of the children.

Shri Bimbadhar Pradhan, Secretary General, NHRC, began his opening remarks with the fact that the pandemic has forced the teaching-learning process to migrate to the digital platform. He mentioned how there has been a disparity between rural and urban households by quoting the National Sample Surveys of 2017 and 2018, which found that less than 17% rural households have internet facilities in comparison to 42% of urban households. He acknowledged the ASER reports of Pratham for the range of insights it provides on levels of foundational learning at the elementary grade. There were some key issues highlighted by him, including the increasing enrollment of students in the government schools, dependence on private tuitions, a stark digital divide carrying the risk of severely affecting the learning outcomes of primary grade students, and the most significant one being the gap in learning outcomes. He added that as per the National Achievement Survey, 65% of teachers and field investigators found the primary grade students failing to make sense of the questions that are meant to test their comprehension and numeracy skills. Shri Pradhan pointed out that shifting to a system that only benefits a section of society, leaving behind the needy and vulnerable section sabotages the very notion of Indian ethos of equality of opportunity. He also threw some light on the need to cross-check that children's entitlements are not being compromised in providing a meaningful academic curriculum; and the need for us to find concrete solutions which are pragmatic and doable. He concluded by stating that India is a pioneer in software and this is a matter of both challenge and opportunity for us.

In her inaugural address, the chair, **Smt. Jyotika Kalra, Hon'ble Member, NHRC**, asserted that the education of children is a subject of national importance, being the genesis of development of any nation. She further highlighted that India is a developing country where resources are limited; we need to find ways to fix the existing gap in the basic abilities of our primary school children. Referring to the National Education Policy of 2020, which was put forward before the pandemic, **Smt. Kalra** mentioned that stress should be on attaining foundational literacy and numeracy of our children, making it the most immediate national mission. She emphasized this because until the basic literacy and numeracy is known, further education is impossible. She added that we do not need to plan for the pandemic anymore & efforts now need to be made for the ground-level execution, hoping that physical classes will continue as normal. She emphasized that the discussion should not evolve around the fact that due to poverty, the smart phones are not available, internet, electricity are scarce etc., it is a fact and is known to all. She concluded by stating that we need to utilize the newly emerged digital mode of education as an additional medium, including for training of teachers. Participants were requested to suggest recommendations that can be followed in a systematic way, as required for contributing towards a better future of children.

The meeting was moderated by **Smt. Anita Sinha, Joint Secretary, NHRC**, and **Dr. M.D.S Tyagi, Joint Director (Research), NHRC**, who welcomed the participants to share their inputs on the agenda.

The discussion picked up a good pace as **Dr. Rukmini Banerji, CEO, Pratham**, shared her experiences of the latest ASER reports. She made a point that the access to smartphones has definitely gone up; parents being concerned about the education of their children, but the ability of children to use smartphones is still varied and limited. The phone survey of 2021 that was carried out in Karnataka, Chattisgarh and West Bengal, shows a decline in the reading levels of grade 1 students. Also, there has been a steep fall in the percentage of government enrolled children of grade 3 who can read a grade 2 level text. She further added that even before the pandemic, around 80 per cent of students were not at grade level, and even the NEP considers this as one of our goals. Dr. Banerji acknowledged the fact that by the time standard 1 and 2 students will go into their new classes, most of them would have hardly had any experiences of schooling/ pre-school training. She insisted that the new school year should be planned in a way that the initial few months of Grade 1 and 2 students are utilized for pre-school type activities instead of directly rushing them into numeracy and literacy, so that the basic foundational learning could be achieved. She also suggested that the priority for grades 3rd to 8th children should be ensuring their proficiency in the basic reading skills, understanding ability and building confidence in performing the basic mathematical operations. The completion of existing academic curriculum needs to be targeted only once the basic foundational learning is ensured; else, it must not function as an obstacle in the learning process.

She concluded by saying that the coming months should be utilized in a flexible way by executing focused learning improvement programmes & teaching at the right level programmes in order to improve the foundational skills of children.

Mr. Terry Durnnian, Chief of Education UNICEF, suggested that we need to be focused on our commitments and channelize our actions in making necessary changes at the ground level. He added that making short-term and long-term goals instead of quick solutions would be the right approach. Referring to the NEP, he highlighted the fact that it had recognized the learning loss even before the pandemic. Mr. Terry also said that we need to simultaneously look at the psycho-social and mental well-being of children. The teachers should support the children in all possible ways and conduct formative assessments in order to plan for the course of the teaching-learning process.

The schools being a place for the overall development of children, the lack of such interaction in the past two years needs to be addressed through a systematic approach. He added that the states must include practices to deal with the learning loss in their next five year plans. It was also put forward that the pandemic has helped identify the role of parents as supporters of their children's learning, bringing us to the fact that they need to be more aware. Digital has the potential to make learning more inclusive and qualitative, provided the teachers have the capacity, motivation and confidence in order to do justice with their roles. In the end, Mr. Terry concluded by stating that collective action by the government, community and the civil society can only make the real difference in this crisis situation.

Shri Gurumurthy Kasinathan, Director and Lead-Education and Technology, National Coalition on Education Emergency, started off by emphasizing that moving out of the syllabus mode of teaching is very important at this point. The fact that most of the students are not at grade level calls for the need to invest in teaching-learning materials at different levels. He requested NHRC to take a stand by recognising the situation as an education emergency and to also make recommendations for funding the schools adequately. The urgency to fill-up teachers' vacancies all across the nation was highlighted. Shri Kashinathan also suggested involving community level volunteers in the process of education. Talking about the digital medium, he added that the teachers can surely benefit from technology, but education being a social process, requires more investment in print mode instead of spending

the scarce resources into digital devices. He insisted on identifying that centralized exams violate the rights of children due to being generic in nature, thus, bringing the need to prefer de-centralised and local assessments which are done in a friendly manner. He winded up by making a point for equity to be ensured in the whole process.

Shri Vipin Kumar, Joint Secretary(coord.) and Shri JP Pandey, Director, Department of School Education and Literacy, Ministry of Education, together shared a presentation depicting the major initiatives taken by their department during the pandemic.

Samagra Shiksha, PM Poshan, Alternative Academic Calendar for all the stages, Vidya Pravesh were the initial highlights. Also, it was shared that NCERT has developed a bridge course for Out of School Children (OoSC) studying in special training centers in the age group from 6 to 14 years under the provision of RTE 2009. Several other initiatives were shared including Manodarpan, aimed at providing psychological support to students, teachers and families.

Shri E. Pabhakar, Addl. Commissioner, KVS, shared about the range and reach of schools under KVS during the pandemic. He conveyed that around 99% of students, either fully or partially, could be reached through the online medium by them. The time-table was also staggered so as to provide the flexibility of hours in accordance with the availability of devices to children. He shared that the challenge of dealing with the new entrants was addressed by training teachers for utilizing the digital platforms and providing virtual tours to the children as well. Shri Prabhakar concluded by emphasizing on the need for capacity-building of teachers, provision of bridge courses, and remedial teaching in order to compensate for the learning loss.

Smt. Karuna Bishnoi, Former NHRC Monitor on Children, began by recalling that the learning loss existed even before the pandemic. She acknowledged the efforts that have been made so far by following a pedagogical approach, simultaneously drawing attention to the several other issues that need to be kept in mind while planning ahead. Smt. Karuna brought seriousness towards the noted upsurge of children in government schools and that if we are ready and well-equipped to deal with them. She urged for filling up of the existing 11 lakh teachers' vacancies and capacity building of our teachers so as to bridge the existing learning gap. In the process of bringing back the dropout children, the mobilisation of de-centralised resources came forward as a necessary step. Smt. Karuna also spoke about funding of the incentive schemes for girls and other weaker sections of the society. In order to address the whole issue, ensuring equity and making decentralised time-bound plans are to be followed. Monitoring the progress of plans, being accountable at all levels and addressing children's right to education formed part of her conclusion.

Shri Subhendu Bhattacharjee, General Manager, CRY, appreciated the efforts made by the government and said that he is looking forward to NHRC's recommendations for learning loss to be recovered.

Prof. Sridhar Srivastava, Director, NCERT, explained learning loss as loss in the children's learning continuum. He conveyed that NCERT is very worried about the mental health of children as a lot of children are already in stress, leading to an amplified role of the parents. The Alternative Academic Calendar takes care of the mental health of children and addresses the role of parents as well. Shri Srivastava said that assessments are important and must revolve around the learning outcomes of children. In the process of resolving the existing issues, teachers as well as states have a very important role to play by sharing their best practices amongst each other.

Shri Sasha Priyo, Senior Fellow, Bodh Shiksha Samiti, took forward the discussion by making a point that the majority of children, though enrolled in schools, were actually out of the education system in the past two school years. The issue of learning loss has been a historic problem and has become more complex over the time, further enhanced by the pandemic, especially for the marginalized section of the society. He recognizes it as a problem of curriculum reorganization and pedagogy, requiring efforts in collaboration with the teachers and the community. Framing a human rights perspective, he highlighted that learning equity has to come into the focus under the discourse of bridging the learning gap. It was said that we need to unpack equity and institutionalize it in the context of Covid-19 and even beyond that. The plan should include equity in terms of functional access, our ability to engage children in a need based curriculum-leading to a better learning anatomy, and understanding equity in terms of attaining comparable outcomes. He added that pre-school should be recognized as a learning stage in the policy framework itself and restructuring of the existing curriculum should be ensured through interdepartmental coordination. There has to be a healthy balance between the centralised way of training teachers and addressing the individual needs of teachers, which in turn, could be attempted through a teachers' forum. Shri Priyo put forth the need of materials at block levels with which children can deal independently. Finally, he concluded by insisting upon the states to be encouraged for practicing school level assessments which must receive acceptance, and that we must learn from this situation so as to achieve longer term goals in the coming years.

Shri Al Hilal Ahmed, Joint Secretary, CBSE, shared that CBSE is going in line with the materials and bridge courses that have been developed by NCERT. He added that CBSE's primary purpose is to conduct examinations and it tries to rationalize the curriculum and practice CCE in all classes. Apart from this, there is also the scope of 20 per cent for school-based assessments which is well-recognised. Due to the pandemic, CBSE has come up with the provision of conducting examinations twice, one being MCQ based only and the other having subjective questions. He shared that on conducting a survey, it was found that 90 per cent of their schools had the learning outcomes between 70-80 per cent. Shri Ahmed concluded by ensuring that the guidelines of MoE are always followed and they are looking forward to implementing the learning recovery plan as well.

The written inputs received from the participants are attached at Annexure-II.

Major recommendations emanated from the discussion are:

Action by: Ministry of Education(Department of School Education & Literacy) both Union and State Governments :

1. Existing vacancies of 11 lakhs teachers should be addressed in a time bound manner.
2. Community level volunteers or paid persons can be pooled to teach the lower grade students.
3. The new school year should be planned in a way that the initial few months of Grade 1 and 2 students are utilized for pre-school type activities instead of directly rushing them into numeracy and literacy, so that the basic foundational learning could be ensured.
4. The priority for grades 3rd to 8th should be ensuring the children's proficiency in the basic reading skills, understanding ability and building confidence in performing the basic mathematical operations.
5. The completion of existing academic curriculum needs to be targeted only once the basic foundational learning is ensured; else, it must not function as an obstacle in the learning process.
6. Appropriate short-term and long-term goals should be planned for ground-level execution, including targeted plans focused on how to deal with the learning loss.

7. The teachers should support the children in all possible ways and conduct formative assessments in order to plan for the course of the teaching-learning process. Children's social and mental well-being needs to be ensured, extending towards identification of the current status of each child and planning for where they need to reach. Collaborative efforts should be made by involving all the stakeholders together in discussing ideas, sharing views and planning the way ahead. Best practices should be shared, followed and replicated for faster recovery of the learning loss.
8. Special efforts should be taken to address the needs of weaker sections and equity should be ensured keeping in mind caste, religion, region & gender.
9. Digital platforms should be used to create a network of teachers, educators and learning communities, enriching them with quality contents.
10. Planning and monitoring of the plans should be ensured, keeping in mind all the necessary indicators of learning outcomes.
11. Frequent collection of data should be done so as to closely monitor the progress of the on-going plans for improving upon the problem areas.

Action by: NCERT

12. Digital platforms should be utilized as an important tool that enables the teaching-learning process by equipping the teachers with necessary materials, and skills to instil confidence and motivation in children.
13. The coming months should be utilized in a flexible way by executing some focused learning improvement programmes & teaching at the right level programmes for improving the foundational skills.
14. Sufficient & improvised learning materials should be provided to the schools in the form of hard copies, instead of channelizing all the resources towards individual devices required for the digital mode of education.

Action by: CBSE

15. De-centralized assessments should be encouraged in order to identify and address the specific needs of children.

In her concluding remarks, the chair, **Smt. Jyotika Kalra, Hon'ble Member, NHRC**, thanked the participants for emphasizing on the way forward. She urged upon the need to strategize on filling up of the existing 11 lakh teachers' vacancies, considering it an emergency situation. She emphasized on the necessity of contents to be provided in the hard copy formats to the children, along with equipping the digital mode of education for the same. Smt. Kalra called for the need of support that could be pooled in through the educated mass of our society in the form of volunteers willing to teach the lower grade students. Additionally, she suggested the reconsideration of periodic vacations in schools, systematic allocation of time for education and highlighted on addressing the whole situation with utmost seriousness and dedication.

Dr. Seemi Azam, Research Officer, NHRC, extended the vote of thanks to all the participants for their valuable time and remarkable suggestions on the crucial matter of gap in learning outcomes of children.

Annexure-I
List of participants

Core Group Members/ Special Invitees

1. Dr. Rukmini Banerji, CEO, Pratham, Mumbai
2. Shri Subhendu Bhattacharjee, General Manager, CRY, Delhi
3. Mr. Terry Durnnian, Chief of Education UNICEF, India
4. Smt. Karuna Bishnoi, Former NHRC Monitor on Children
5. Shri Gurumurthy Kasinathan, Director and Lead-Education and Technology, National Coalition on Education Emergency
6. Shri Sasha Priyo, Senior Fellow, Bodh Shiksha Samiti, Jaipur, Rajasthan

Representatives from Government Ministry/Autonomous bodies

7. Shri Vipin Kumar, Joint Secretary(coord.), Department of School Education and Literacy, Ministry of Education
8. Shri JP Pandey, Director, Department of School Education and Literacy, Ministry of Education
9. Prof. Sridhar Srivastava, Director, NCERT
10. Dr. E. Prabhakar, Addl. Commissioner, KVS
11. Shri Al Hilal Ahmed, Joint Secretary, CBSE

NHRC Officials

12. Justice Shri Arun Kumar Mishra, Chairperson, NHRC
13. Smt. Jyotika Kalra, Hon'ble Member, NHRC
14. Shri Bimbadhar Pradhan, Secretary General
15. Smt. Anita Sinha, Joint Secretary
16. Dr. M.D.S Tyagi, Joint Director (Research)
17. Dr. Seemi Azam, Research Officer
18. Ms. Sakshi Thapar, Junior Research Consultant
19. Ms. Riya Mehra, Junior Research Consultant

Annexure II

Written inputs received from the participants

1. Shri Gurumurthy Kasinathan, Director and Lead-Education and Technology, National Coalition on Education Emergency

Context

1. Acknowledge that we have an **education emergency**.
2. APF study, ASER, confirmed by our own experiences and **research studies** in schools.
3. Students have had a learning gap. **Reduced ability to focus, pay attention**. Basic language and numeracy skills affected
4. **National Coalition on the Education Emergency (NCEE)** - Social mobilization, advocacy, education support and research www.educationemergency.net

To do

1. Support school and teachers
2. Untied school grants needed – support learning materials, teacher assistants
3. Fill teacher and teacher educator vacancies
4. **MMS enhance (nutrition affected). Provide Eggs daily to children**
5. **Equity aspects important – Caste. Gender. Region. Religion**
6. Collect data from ground regularly - quick surveys needed.
7. Meetings of teachers and education administrators/ policy makers for peer learning and sharing amongst states
8. Use digital to create teacher networks and learning communities, network teachers and teacher educators
9. Good examples of state govt led response – **Tamil Nadu** Ennum Ezhutum and Ilam Thedi Kalvi.

Not to do

10. Avoid one size fits all solutions.
 11. Push teachers to complete syllabus or teach grade level textbooks ignoring student contexts and levels. **Avoid the Procrustean bed**
 12. Board exams put pressures that prevent learning. Centralised assessments including NAS must be discouraged as they have negative impact on schools, teachers and students.
 13. Digital is not a systemic solution, avoid diverting scarce resources towards individual devices.
- Technological, Economic and pedagogical reasons why **digital should not be seen as a solution**.

2. Smt. Karuna Bishnoi, Former NHRC Monitor on Children

We had a ‘learning crisis’ before the pandemic, which got magnified several times over in the last two years. On the one hand we have Ministry of Education and NCERT putting out comprehensive SOPs and guidelines for the learning recovery/remedial teaching, which is of ‘course is necessary but certainly not sufficient.

Apart from the pedagogical approach, several important issues need to be kept in mind and acted upon with a sense of urgency to enable the learning recovery process.

1. We have observed a migration of students from private to government schools. We have to ensure that the government schools are well equipped to deal with

this upsurge of students.

2. As a top priority, the approximately 11-lakh teacher vacancies (as per the DIES 2019-20) need to be filled in a time bound manner and teacher training expedited.
3. Teacher capacities to deliver the foundational skills learning modules and learning recovery modules have to be built together with upgrading skills for delivering digital education and using digital tools and technology.
4. Over reliance on digital education may not yield results and teacher capacities and support for context based, supplementary teaching methodologies have to be strengthened and good examples shared.
5. Flexible budgetary provisions for community mobilization efforts to mainstream out of school children/drop-outs back to school will be required.
6. We all know the disproportionate burden faced by girls to continue their education and there is ample evidence documented of the hardships faced by them during the pandemic have increased the inequity.

The NEP 2020 has specified the need to address this. Keeping this in mind, decentralized funds of flexible nature need to be provided for the Scheme of Incentivizing Girls Education. The Budget has not made a provision for this and this issue must be addressed.

7. In order to achieve the objective of learning recovery, context specific, time bound plans of action need to be made and their implementation monitored closely and reported on. What is important to consider is, whether there is decentralized capacity to make these plans or special efforts are required to expedite this planning.

The plans will need to be:

- Gender responsive
- Address all aspects of the digital divide, including access to a device, internet connectivity, relevant content, infrastructure, digital skills and capacities, gender inclusive supportive environment
- Address the children's learning gaps
- Cater to provision of remedial teaching and support to the children
- Cater to provision of supportive/supplementary learning materials

8. We are better at making plans and policies than in adequate resource provision, implementation and monitoring and rarely get on to reporting results or outcomes of efforts.

For safeguarding the rights of children, we will need to ensure:

- Equal opportunity for quality learning and learning recovery;
- Non-discrimination at the delivery end, including non-discrimination in our efforts to ensure access to the special recovery interventions;
- Participation with dignity for all children to learn and develop their full potential;

We do need to spell out accountabilities at all levels for the results.

If this national education crisis has to be taken on in a mission-mode, much greater investment of resources and a serious effort at monitoring and reporting progress at all levels is required.

3. *Dr. Rukmini Banerji, CEO, Pratham:*
4. *Shri Vipin Kumar, Joint Secretary(coord.) and Shri JP Pandey, Director,
Department of School Education and Literacy, Ministry of Education*

Basic learning outcomes of children in India: Recent estimates during pandemic

ASER field surveys in 2021 : Karnataka, Chhattisgarh, West Bengal
Quick highlights

NHRC meeting: Feb 25 2022



rukmini.banerji@pratham.org



THIS ASSESSMENT TOOL IS USED IN ASER (ANNUAL STATUS OF EDUCATION) EACH YEAR

Std II level text

राजू नाम का एक लड़का था। उसकी एक बड़ी बहन व एक छोटा भाई था। उसका भाई गाँव के पास के विद्यालय में पढ़ने जाता। वह खूब मेहनत करता था। उसकी बहन बहुत अच्छी खिलाड़ी थी। उसे लंबी दौड़ लगाना अच्छा लगता था। वे तीनों रोज़ साथ-साथ मौज-मस्ती करते थे।

READING TOOL: HINDI

असर ASER

Std I level text

रानी नदी किनारे रहती है। नदी में बहुत मछलियाँ हैं। रानी उनको दाना देती है। वे सब मजे से दाना खाती हैं।

Letters

म र ड ह च ल ब न क य

Words

गाना खुश मौसी झोला पैर किला आग मोर

Tools used in the regional languages of the state. Used orally. Assessment done one-on-one with children in the household.

Children marked at the highest level they can do comfortably.

Reading tools available in all languages.
contact: www.asercentre.org, Phone: 011- 26716084,
email: contact@asercentre.org

For Letters/Words: Ask the child to read any 5, out of which 4 must be correct.

ASER field surveys in 2021: Data collection

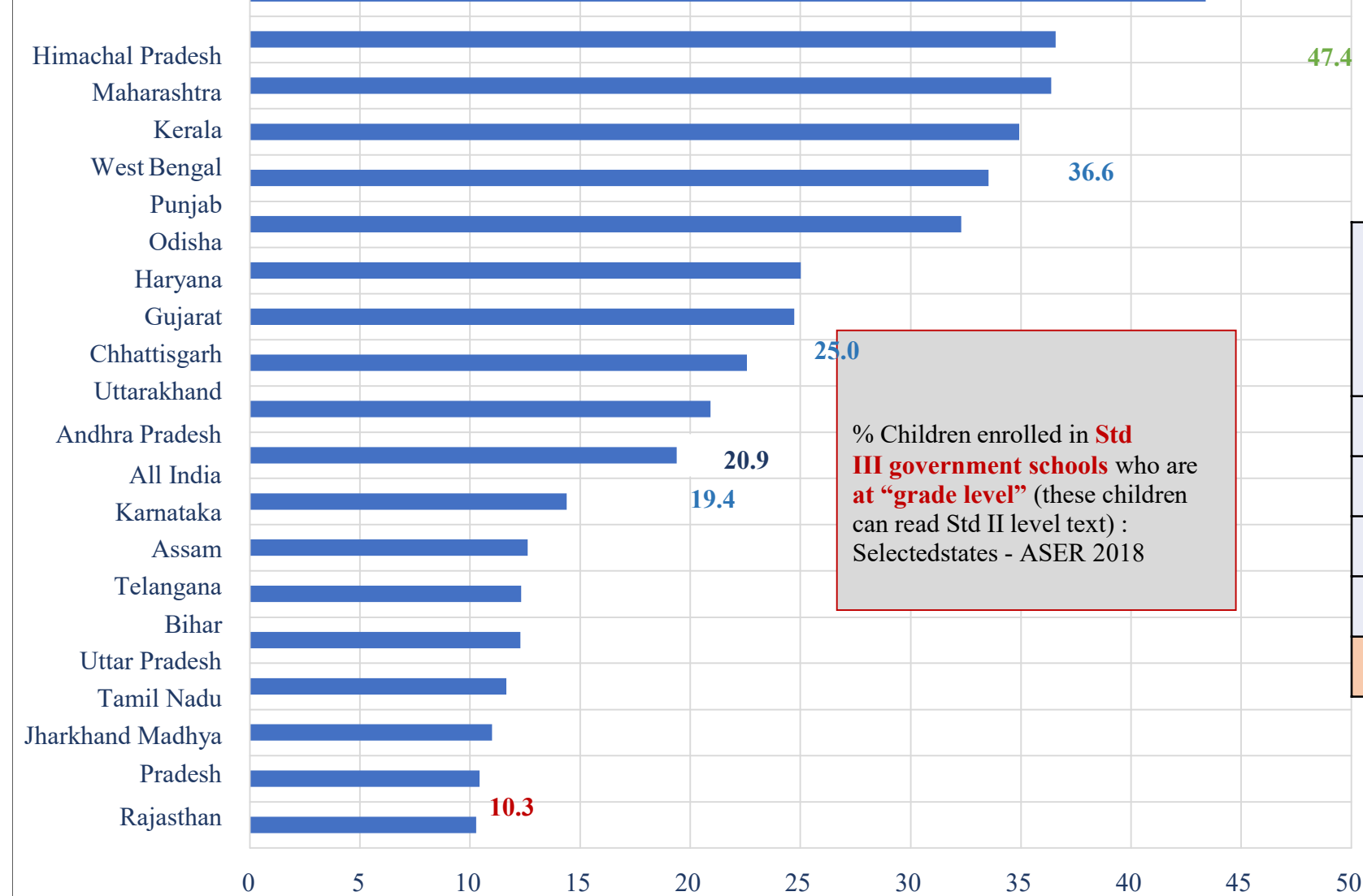
- Karnataka - 24 districts: Feb – March 2021
- Chhattisgarh – 28 districts: Oct-Nov 2021
- West Bengal – 17 districts: December 2021

ASER field surveys in 2021: Sample description

- ☐ Karnataka:
 - ☐ 670 villages surveyed
 - ☐ 13,365 households reached
 - ☐ 14,396 children tested (age 5-16)
- ☐ Chhattisgarh
 - ☐ 1677 villages surveyed
 - ☐ 33,432 households reached
 - ☐ 31,400 children tested (age 5-16)
- ☐ West Bengal:
 - ☐ 510 villages surveyed
 - ☐ 10,141 households reached
 - ☐ 8,156 children tested (age 5-16)

Table 1: % Children in Std I who can read at least letters. By state. ASER 2014, 2016, 2018, 2021			
Data collection	Feb-March 2021	Oct-Nov 2021	Dec_2021
	Karnataka	Chhattisgarh	West Bengal
2014	53.8	50.1	75.5
2016	53.8	54.6	73.0
2018	59.7	54.4	75.1
2021	43.2	41.8	68.0

Std III children: Reading levels over time



% Children enrolled in **Std III government schools** who are at “**grade level**” (these children can read Std II level text) :
Selectedstates - ASER 2018

Table 2: % Children in Std III enrolled in govt schools who can read a Std II level text. ASER			
	2014, 2016, 2018, 2021		
	KAR	CHH	WB
2014	16.4	15.4	32.9
2016	19.0	22.2	34.0
2018	19.4	25.0	36.6
2021	9.8	9.4	27.7

ARITHMETIC TOOL: ASER

Number recognition 1–9	Number recognition 11–99	Subtraction		Division
<div>1</div> <div>4</div>	<div>28</div> <div>81</div>	<div>36</div> <div>– 18</div>	<div>74</div> <div>– 59</div>	<div>4</div> <div>) 591</div>
<div>7</div> <div>3</div>	<div>92</div> <div>13</div>	<div>62</div> <div>– 24</div>	<div>57</div> <div>– 18</div>	<div>7</div> <div>) 872</div>
<div>6</div> <div>9</div>	<div>49</div> <div>63</div>	<div>73</div> <div>– 54</div>	<div>85</div> <div>– 67</div>	<div>6</div> <div>) 759</div>
<div>5</div> <div>2</div>	<div>78</div> <div>34</div>	<div>98</div> <div>– 79</div>	<div>43</div> <div>– 26</div>	<div>8</div> <div>) 986</div>

Ask the child to recognize any 5 numbers. At least 4 must be correct.

Ask the child to recognize any 5 numbers. At least 4 must be correct.

Ask the child to do any 2 subtraction problems. Both must be correct.

Ask the child to do any 1 division problem. It must be correct.

Assessment done one-on-one with children in the household. Children marked at the highest level they can do comfortably.

% Children by grade and arithmetic level Children enrolled in all schools 2021							
	Std	Beginner	Can recognize numbers		Can sub	Divide	Total
			1-9	10-99			
KAR	III	10.7	24.7	47.3	15.7	1.6	100
	V	4.6	10.3	41.0	32.1	12.1	100
	VIII	1.1	4.0	24.5	31.8	38.7	100
CHH	III	12.8	48.8	29.4	7.4	1.6	100
	V	4.5	24.4	31.5	26.7	13.0	100
	VIII	1.5	8.1	32.1	26.1	32.3	100
WB	III	9.2	28.8	32.7	15.5	13.9	100
	V	5.2	13.6	31.8	23.2	26.2	100
	VIII	1.7	6.4	37.6	17.3	36.9	100

IMPACT OF COVID-19

ON

LEARNING OUTCOME OF CHILDREN



सत्यमेव जयते

Department of School Education & Literacy Ministry of Education Government of India

Background

- The Indian school Education System is one of the largest in the world having 15 lakh+ schools, 97 lakh+ teachers, 26 crore+ students.
- NEP 2020 aims to address the many growing developmental imperatives of our country.
- DoSE&L through its flagship schemes of Samagra Shiksha and PM POSHAN strives to enhance the education outcomes, in terms of improving quality along with access and equity, across all levels.
- Covid-19 pandemic has presented unprecedented challenges for the education sector as the schools could not open for most part of this academic year and large migrations took place all over the country.
- The extended school closures have interrupted the learning process of children and caused learning loss at every stage. Consequently, the Department has taken several initiatives to ensure that the school going students do not lag behind in their studies during the pandemic.

Major Initiatives during Covid-19 Pandemic for continuation of education

- **Alternative Academic Calendar (ACC)-** An Alternative Academic Calendar (ACC) for all the stages of school education resources along with textbooks has been developed for school students.
- **VIDYA PRAVESH - A School Preparation Module:** NEP-2020 has recommended the **development of ‘3-month play-based ‘school preparation module’ for all Grade 1 Students’ with and without preschool education by the NCERT’**, as an interim measure to ensure that all children are grade I ready till universal provisioning of quality preschool education is achieved. Accordingly, the NCERT has developed a 3 Months Play Based ‘School Preparation Module’ Vidya Pravesh launched on 29th July 2021 that can be adapted or adopted by States and UTs as per their need.
- **Bridge course and AAC by NCERT-** NCERT has developed a bridge course for Out of School Children (OoSC) studying in special training centres age group from 6 to 14 years under the provision of Right to Education Act, 2009. The course aims to bridge the learning gaps and help children to be mainstreamed in regular school. The bridge course also comes with a teacher handbook, which helps the teacher in transaction and assessment of the competencies to bridge the learning gap.
- **Learning Outcomes-** Learning Outcomes for Secondary level have been notified on 23.12.2019. LOs for senior secondary level have been developed and draft document has been shared with States and UTs for feedback.

Major Initiatives during Covid-19 Pandemic for continuation of education

- **NIPUN Bharat-** National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) has been launched under Samagra Shiksha on 5th July 2021, for ensuring that every child in the country necessarily attains foundational literacy and numeracy (FLN) by the end of Grade 3. The goals and objectives of the mission are required to be achieved by all Govt., Govt. Aided and Private Schools so that universal acquisition of FLN skills can be achieved.
- **NISHTHA** Integrated teacher training programme for elementary level made online & extended to secondary and foundation level teachers also.

Initiatives during 2020-21: Major Highlights

Teacher Resources

- Energised Textbooks for grades 1 to 12
- E-content for visually and hearing-impaired students
- E-textbooks, e-Contents of NCERT on e-Pathshala and NROER
- OLABS
- Comic Books for students for 21st Century Skills
- Practice book on mathematical literacy by CBSE

Students Resources

- Alternate Academic Calendar;
- Special resources for Teachers- LOs mapped to curriculum,
- Teacher Energized Resource Material (TERM),
- MOOCs modules on experiential learning and competency-based education;
- Open Educational Resources (OERs) by the NCTE.

Delivery Mechanisms

- Delivery through PM e-VIDYA platforms;
- DTH TV channels under the bouquet of SWAYAM PRABHA TV channels;
- DIKSHA;
- SWAYAM MOOCs of NCERT and NIOS, etc.
- Radio, Community Radio and Podcasts

Major Initiatives during Covid-19 Pandemic for continuation of education

PM E-VIDYA

- **DIKSHA (one nation, one digital platform)** for providing quality e-content for school education through web-portal/mobile apps and QR coded Energized Textbooks for all grades.
 - One earmarked Swayam Prabha TV channel per class from Class 1 to 12 (**one class, one channel**).
 - Extensive use of Radio, Community radio and CBSE Podcast- Shiksha Vani.
 - **Special e-content** for visually and hearing impaired developed on Digitally Accessible Information System (DAISY) and in Indian sign language.
- **MANODARPAN** to provide psychosocial support to students, teachers and families for Mental Health and Emotional Wellbeing

Data usage of various interventions

NISHTHA & Manodarpan

33 States/ UTs and 8 autonomous organizations under MoE, MoD and MoTA initiated **NISHTHA 2.0 (Secondary)** in 10 languages - Hindi, English, Urdu, Gujarati, Punjabi, Telugu, Kannada, Bengali, Marathi and Odia.

- Total Enrolments : 1,08,82,035 in 12 modules
- Total Certification : 75,76,600

NISHTHA 3.0 – Teachers training on FLN

33 States/ UTs and 5 autonomous organizations under MoE (KVS, CBSE, CISCE, AEES, CTSA) initiated NISHTHA 3.0 (FLN) in 9 languages - Hindi, English, Urdu, Gujarati, Telugu, Kannada, Odia, Bengali and Mizo

- Total Enrolments : 73,86,485 in 8 modules
- Total Certification :43,92,156

Manodarpan Statistics- As of 14 December, 2021 18,631 calls have been received through Manodarpan Counseling Services IVRS for psychosocial support

DIKSHA

Total Learning sessions– 438+ crores, 5,203+ crore minutes

- Average daily page hits 5+ crores
- **2,38,215 pieces of e-content** are live & **5553 Energized Textbooks** uploaded on DIKSHA
- E-Content is available in 36 Languages (32 Indian languages+4 Foreign Languages)on DIKSHA
- 1402 Live interactive sessions of 30 minutes each have been telecast on class based channels (1 to 10).
- 568 CBSE Shikshavani audios are uploaded on DIKSHA
- 3,337 pieces of curriculum-based radio programmes (Classes1 -12) disseminated/ broadcasted on 230 Radio Stations
- 674 live programs broadcast on iRadio
- 3,266 audiobook chapters uploaded on DIKSHA.
- Total Number of ISL contents: 1164, 514 textbook-based ISL videos uploaded on DIKSHA from classes 1 to 5.

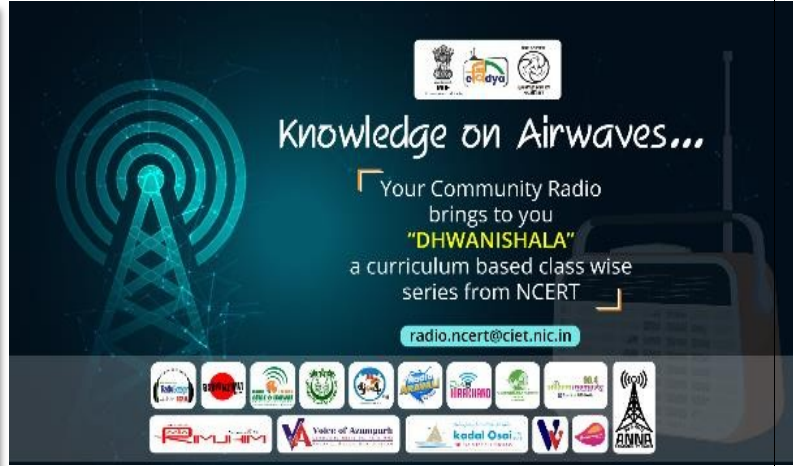


12 DTH TV Channels of PM eVIDYA



Radio, Community radio and Mobile podcast

3,342 radio programs



230 Radio Stations (18 Gyan Vani FM Radio Stations, 80 Community Radio Stations, 132 All India Radio stations)

Available on: Download app from disha.gov.in/app



6000+ programs

iRadio Live

JioSaavn

YouTube



702 live programs on iRadio



JIO TV App: ~ 30 L
YouTube: ~ 7.2 C



Leverage Ongoing Initiatives

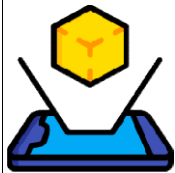
Massive Open Online Courses(MOOCs)

NCERT is currently running 30 online courses for students of classes IX-XII in the SWAYAM portal. **As of 11 May 2021, there are 58,655 enrollments across 30 courses in the 7th cycle.**



Virtual Labs

NCERT has uploaded 245 Virtual Lab videos on DIKSHA. These videos are based on the OLAB contents prepared by CDAC and Amrita University.



Technology Use and

Integration



Webinar on 'Technology in Education' is conducted daily to orient teacher and students on digital education. **As on 11 May, 2021 around 317 sessions have been conducted.**

Major Initiatives during Covid-19 Pandemic for continuation of education

- Alternate Academic Calendar were issued in April 2020
- **Guidelines for smooth admission of children of migrant labourers** issued to all States/UTs in July 2020.
- Guidelines for the why, what, how, which of **online/digital education (PRAGYATA)** released on 14 July 2020
- NCTE Guidelines for TEIs issued in August 2020
- Learning Enhancement Guidelines for Continuous Learning was issued in August 2020
- **Covid-19 Related Health and Safety SOPs/Guidelines for School Re-Opening** issued in October 2020 and December 2021
- Guidelines For JNV –Residential Schools issued on 28 October 2020
- **Guidelines for identification and mainstreaming of Out of School Children and Mitigation of Loss of Learning** issued in January 2021
- **Guidelines for developing E-content for divyang children issued in March 2021**
- **Guidelines for parents/caretakers on Home Based Education for children during school closures** issued in April 2021
- Covid Action Plan for School Education issued in May 2021
- **Joint Guidelines for orphaned Children** from DoSEL and MWCD issued to all States/UTs in June 2021
- CBSE competency-based assessment framework issued on 26 July 2021

National Achievement Survey (NAS)

- **NAS** is sample based assessment conducted on 12th November 2021 all over the country in 733 districts to assess the learning outcome of students in Class 3, 5, 8 & 10
- About 34 lakh students from 1.18 lakh government, government aided & private schools participated in NAS 2021
- NAS 2021 was administered with districts as the unit of reporting in different subject areas such as languages, mathematics, EVS/Science and Social Sciences
- NAS 2021 result will be system scanner and a system level reflection on effectiveness of school education and learning gaps created due to the pandemic.
- NAS result would pave the way for taking necessary steps for re-mediation at various levels.
- Detailed analysis of NAS results help to guide education policy, planning and implementation at national, state, district and classroom levels for improving learning levels of children and bringing about qualitative improvements.

Students' Learning Enhancement Guidelines

- With a view to addressing the issues related to gaps and/or loss of learning among students, during and after the lockdown, NCERT has prepared 'Students' Learning Enhancement Guidelines' with a focus on Learning Outcome.
- These guidelines suggest models for the following three types of scenarios:
 - 1) Learning Enhancement during COVID-19 for students without digital devices
 - 2) Learning Enhancement during COVID-19 for students with limited accessibility to digital devices
 - 3) Learning Enhancement during COVID-19 for students with digital devices
- *The Guidelines can also be accessed at the following links:*
 - **MoE website:**
 - https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Learning_Enhancement_0.pdf
 - **SeShagun Website:**
 - https://seshagun.gov.in/sites/default/files/update/Learning_Enhancement.pdf
 - **NCERT Website:**
 - https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf

Learning Continuity

- Rationalize syllabus based on critical LOs (or LO data)
- Ensure access to physical/digital textbooks for all grades and subjects
- Leverage existing resources for pooling content
- Leverage all digital and mass media channels (TV, Radio) for maximum reach and broader access to students for learning



Quality of learning

- Content curated specifically against each LO/Topic
- DIY activity for every topic
- Peer group engagement via small project/activity to encourage sharing of learning

Plan of Action/Roadmap 2022-23 of MoE

Sl. No.	Action plan
1.	ORF survey and other Rapid surveys – these surveys could be offline, telephonic or online depending on the pandemic situation
2.	Identify out of school children and drop outs from each grade and locate them - - states
3.	Ensure implementation of Vidya Pravesh, Bridge Courses and School Readiness Module for Secondary Classes
4.	Ensure all concerned teachers have completed NISHTHA 2.0 on secondary and NISHTHA 3.0 on FLN
5	Twinning/clustering of schools with private/KVS/JNV for learning from each other
6	Create district wise strategy for post NAS interventions based on NAS results
7	Meeting of twinned schools/cluster schools every month to discuss innovative pedagogy, teaching of disabled children, joint sports/quiz/public speaking activities, etc.
8	Ensure 100% delivery of Textbooks and Uniforms.
9	Distribute additional/supplementary FLN TLM to all students
10	Conduct training need analysis of teachers
11	Initiate NISHTHA Training of BRC, CRC by state
12	Enrol BRCs and CRCs in NISHTHA training
13	Begin mainstreaming of OoSC
14	Tracking each child – prepare child registry at school level and available till district level
15	Preparation and roll out of customized training programmes for teachers
16	Monitor PM POSHAN
17	Prepare weekly timetable of Learning Outcome to be achieved
18	Begin Parent teachers meeting – once every month – take help of parents to achieve learning outcomes
19	Meeting of local self-government to participate and contribute – infrastructure, monitoring student/teacher attendance, etc
20	School Management Committee meetings
21	Use FLN tools on DIKSHA and benchmark each child

Thank You