

IMPACT OF COVID-19 ON SECONDARY/HIGHER SECONDARY SCHOOL EDUCATION IN JAMMU AND KASHMIR: A CASE STUDY OF SAMBA DISTRICT

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ABSTRACT

Covid-19 has disrupted the education of millions of students across the world; the situation in India being no different. Students are likely to be worst hit by closure of the schools since they have lack of learning opportunities at home. The school closure may lead to loss of learning in short run but if extended for a longer period may lead to loss of human resource development. Keeping the importance of the school education in view, this paper tries to analyse the impact of Covid-19 on the school education in Samba district of Jammu and Kashmir. Primary data was collected with the help of Google forms circulated among a sample of 300 school students and use of simple percentage method was made to interpret the results. It was observed from the study that only a small proportion of the students could complete their syllabus in lockdown. They faced variety of problems like poor connectivity, lack of devices to access online classes, anxiety, internet problem etc. As such it is suggested that the government must take efforts to normalise e-learning for both students and teachers. Government launched online platforms like SWAYAM, SARAL DSEJ etc if utilized effectively can give impetus to virtual learning.

Keywords: *Covid-19, education, e-learning, lockdown*

I. INTRODUCTION

The current pandemic situation has altered the every aspect of our lives, making the current situation more or less stagnant. It also shredded light on the unhealed and damaged socio

economic fabric of our institutions. The policy makers in order to reduce the spread to the virus gave more emphasis on the concept of isolation, social distancing and the quarantine. While lockdown seemed to be the only option left with the government, soon it is becoming like a double edge knife, slowly and gradually draining the financial resources of the nation and also impacting the every aspect of the economy. While every sector of the economy is demanding the immediate attention of the government one such important area is the education sector. Education is considered to be the backbone of an economy. Education is a powerful tool for reducing poverty, inequality and unemployment, improving health and nutrition and promoting sustained human development led growth (World Bank 2004). Education is thus considered as key drivers of the human capital, and if an individual opts out of education, he/she opt out of their potential create a good life for them as well for the society. Based on the concept, “that a strong foundation makes a strong building,” the concept of efficient school education cannot be undermined. With schools being now closed for more than a year, the online learning has overridden the offline learning. Thus makes the teachers, students as well as the parents to switch to the online instructions immediately. But here it is important to understand whether the students and the teachers are even ready for this change. Thus Covid-19 seems to be the greatest challenge for the education system of the country. It has disrupted the lives of the students in different ways shifting them directly from the schools atmosphere to closed four walls. Thus impacts not only their course of study but also the extracurricular activities deemed necessary for overall growth of the students. Here an important challenge in front of the government and the policy makers is to provide to quality education in this unusual situation. Thus the value of the education cannot be undermined since this loss if continued for a longer period may harm the human capital of the nation in long run. For more developed nations, the digital learning may be a simpler concept, but country like India which is characterised by a huge digital divide and immense poverty, this seems to be a hard nut to crack. In past the government has come up with many reforms to alter the ageing education system including Pradhan Mantra Kaushal Vikas Yojana (PMKVY), National Skill Development Mission, Skill Loan Scheme etc. Recent reform was in the form of New Education Policy 2020. The government has also come up with an initiative similar to Massive Open Online Courses (MOOC) called Study Webs of Active- Learning for Young Aspiring Minds (SWAYAM) for higher education. SWAYAM is initiative by Ministry of Human Resource Development. Based

on the concept of education to all and aims to bridge the digital partition in the nation. Therefore with lockdown being imposed in almost all parts of the country, health infrastructure being shaken, educational institutions being closed, syllabus being unfinished, the education sector demands immediate reforms. The reforms being on the part of merging the online classes with offline modes of instruction and making virtual study as part of our system. Thus the educators and the students must be well trained and equipped the government to embrace the e-learning as the new normal.

II. METHODOLOGY

Review of literature was done on the impact of Covid-19 pandemic, on the basis of the literature the online questionnaire was formed using the Google forms. For the study multistage random sampling was used. Out of the 10 districts in Jammu division, samba district was selected randomly, further out of the 6 blocks in samba district on block was chosen randomly i.e Vijaypur block. Vijaypur block has 5 educational zones with a total of 16 secondary/high secondary schools. The Google forms were sent randomly to 300 students . Additional help was taken from the teachers of the school having access to the students.

III. RESULTS AND FINDINGS

This section talks about the general data of the respondents, learning status of the respondents as well as the impact of lockdown on the students during the Covid 19 pandemic, which was collected using the Google forms. As such the data is tabulated and the analysis is done using the percentage method.

A. General Details Of The Respondents

Distribution of the respondents as per the class in which they are studying is exhibited in table 1. Out of total respondents (n=300), 68 respondents are studying in class 9th which is 22.7 percent of the total respondents. Similarly the 22.7 percent of the respondents were studying in

class 10th (n=68). 52 respondents were from class 11th which is 17.3 percent of the total number. The number of respondents from class 12th is 112 (37.3%).

Table 1: percentage of respondents study in High/Secondary School Education

Class	Distribution
Class 9 th	68(22.7)
Class 10 th	68(22.7)
Class 11 th	52(17.3)
Class 12 th	112(37.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Distribution of the respondents as per their genders is exhibited in table 2. Out of the total respondents 52.7 percent (n=158) were males and 47.3 percent (n=142) were females.

Table 2: Gender-wise distribution of Respondents

Gender	Distribution
Male	158(52.7)
Female	142(47.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Table 3 given below exhibited the distribution of the monthly family income of the respondents. Maximum number of respondents (n=126) have their family income less than Rs. 10,000. There are 62 respondents whose family income falls between 10,000 to 20,000 which estimate to be 20.7 percent. 4 percent (n=12) of the respondents have their family income between 20,001 to 30,000. Only 7.3 percent of the respondents have income between 30,000 to 40,000. The respondents whose income is above 40,000 are only 23.3 percent (n=72) of the total respondents.

Table 3: Monthly Income of the Family

Monthly Family Income	Distribution
Less than 10,000	126(42)
10,000 to 20,000	62(20.7)
20,001 to 30,000	12(4)
30,001 to 40,000	22(7.3)
40,001 and above	70(23.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

B. Learning Status Of The Respondents During Lockdown

Distribution of the respondents as per type of E-gadgets used for online learning is shown in table 4. 82 percent of the respondents (n=246) who use smart phones for online learning, 5.3 percent (n=16) relied on laptops/ desktops and 12.7 percent (n=38) are those who use both (smart phones and laptop/desktop) for online learning.

Table 4: Type of E-gadgets Respondents used for online Learning during Lockdown.

E-Gadget	Distribution
Smart phones	246(82)
Laptop/ Desktop	16(5.3)
Both	38(12.7)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

The table 5 shows the percentage distribution of the respondents use SARAL DSEJ online app for learning. Out of the total 79.3 percent of the respondents are unaware of the app. 12.7 percent of the respondents learn through SARAL DSEJ app and 8 percent of the respondents do not use the app for learning.

Table 5: Percentage of respondents use SARAL DSEJ Online learning app

Respondents use SARAL DSEJ online learning app	Distribution
Yes	38(12.7)
No	24(8)
Unaware of the app	238(79.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Table 6 given below depicts the platform used by the respondents for online learning/ sharing of study material during nationwide lockdown. Maximum number of respondents (70 percent) used Whatsapp as learning platform. Only 16.7 and 13.3 percent of the respondents used Zoom and Google Meet respectively as learning/ sharing of study material platform.

Table 6: Platform for online learning/sharing of study material

Platform for online learning	Number of Respondents
Google Meet	40(13.3)
Zoom	50(16.7)
Google Classroom	-
Whatsapp	210(70)
Others	-

Note: Figures in parentheses indicates percentages.

Source: Online Survey

The table 7 exhibited the percentage of syllabus covered during lockdown; therefore it can be observed that 36 percent of the respondents had completed less than 30% of the syllabus. Out of the total respondents 48 percent of them had completed their syllabus between 30% to 60%. The rest 16 percent of the respondents had completed more than 60% of the syllabus.

Table 7: Percentage of syllabus covered during Lockdown

Percentage of Syllabus Completed	Distribution
Less than 30%	108(36)
30% to 60%	144(48)
60% and above	48(16)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Table 8 below shows the distribution of the respondents as per the number days a week online classes were scheduled during lockdown is presented in table 8. 70 percent of the respondents attend the class up to 3 days a week and rest 30 percent of the respondents attend classes 4 to 6 days a week.

Table 8: Number of days a week online classes were scheduled during lockdown

Number of days a week online classes were scheduled	Number of Respondents
Up to 3 days	210(70)
4 to 6 days	90(30)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Distribution as per the online classes for co-curricular activities are held is indicated in table 9. Among the total respondents, 34.7 percent (n=104) of the respondents attended online co-curricular activities are organized by the school authorities and 65.3 percent (n=196) did not attended online class for co-curricular activities.

Table 9: Online classes for Co-curricular activities are organized

Online classes for co-curricular activities are organized	Distribution
Yes	104(34.7)
No	196(65.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

The time spent by the respondents for self study is presented in table 10. Most of the respondents gave minimum time for self study i.e. 65.3 percent. The percentage of respondents who spent 2 to 5 hours for self study is 26 percent. Hardly 8.7 percent of the respondents were who spent more than 5 hours a day for self study.

Table 10: Time spent for self study by the Respondents

Time spent for self study	Distribution
Less than 2 hrs.	196(65.3)
2 to 5	78(26)
More than 5 hrs.	26(8.7)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Distribution as per the respondents appeared in online examination is demonstrated in table 11. 220 respondents which are 73.3 percent of the total respondents did not appear in online examination. Only 80 respondents which is 26.7 percent of the total respondents appeared in online examination.

Table11: Respondents appeared in online examination

Respondents appeared in online exams	Distribution
yes	80(26.7)
No	220(73.3)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

C. Impact Of Nationwide Lockdown On The Studies Of The Respondents

The problems faced by the respondents during lockdown are presented in table 12. The major problem faced by the respondents during lockdown was regarding internet. 32 percent (n=96) of the respondents faced internet problem. 14.7 percent (n=44) were those who were facing problem related to smart phones/ laptops. 22.7 percent (n=68) were those who were having poor understanding of lecture. The respondents who were having lack of concentration were only 22 percent (n=66) and rest 8.7 percent (26) were facing other problems like financial, social etc.

Table 12: Problems faced by the respondents during lockdown

Problems faced by the respondents	Distribution
Internet Problem	96(32)
Device Problem (Smartphone/ Laptop)	44(14.7)
Poor understanding of lecture	68(22.7)
Lack of Concentration	66(22)
Others	26(8.7)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

Distribution of the table that as per the type of class that provides better understanding of lecture is described in table 13. Maximum respondents are in favour of offline classes. 86.7 percent (n=260) respondents are in favour of offline classes that provides better understanding of lecture. Only 13.3 percent (n=40) respondents were in support of offline classes

Table 13: Type of class that provides better understanding of lecture

Type of class that provides better understanding	Distribution
Online	40(13.3)
Offline	260(86.7)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

The table 14 shows the opinion of the respondents regarding re-opening of schools after the pandemic. 68 percent (n=204) of the respondents are in favour of re-opening of the schools. Out of total respondents, 62 i.e. 20.7 per cent, are not in favour of re-opening of the schools.

Table 14: Opinion regarding continue of online classes after pandemic is over

Should School re-open after Covid-19 pandemic	Distribution
Yes	238(79.3)
No	62(20.7)

Note: Figures in parentheses indicates percentages.

Source: Online Survey

IV. CONCLUSION

Nationwide lockdown has led to overnight switch from the offline mode of learning to online mode of education. Rapid adoption of the new technique has led to immense pressure both on the students as well as on the teachers. As such due to lack of availability as well as expertise about the gadgets and proper network, the students and teachers have to suffer a lot. As such most of the respondents' i.e. about 42 per cent fall on the category of less than 10000 rupees income per month, highlighting the fact that it is impossible for them to have access to gadgets and maximum of about 82 per cent make use of smart phones to study. Further it was observed that maximum of about 238 out of total 300 students were found to be unaware of the SARAL DSEJ online learning app especially developed in Jammu and Kashmir by Directorate of School Education to provide all in one education platform to the students. Students were seen to suffer due to online classes since a very small proportion of the students were able to complete their syllabus on time and about 63.5 per cent of the students could devote only 2 hrs per day for self study. The present study also found plethora of problems faced by the students ranging from need for separate gadget to attend online class, stress and anxiety, health issues, poor understanding of the lectures, less doubt clearing sessions etc. The current lockdown situation has posed challenges for the education sector in the country, which demands immediate attention of the concerned authorities in the form of not only finance but also infrastructural facilities. Nonetheless this pandemic has given us an opportunity to reform our

education sector and move ahead toward making the virtual mode of learning more adaptable and comfortable in the country.

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