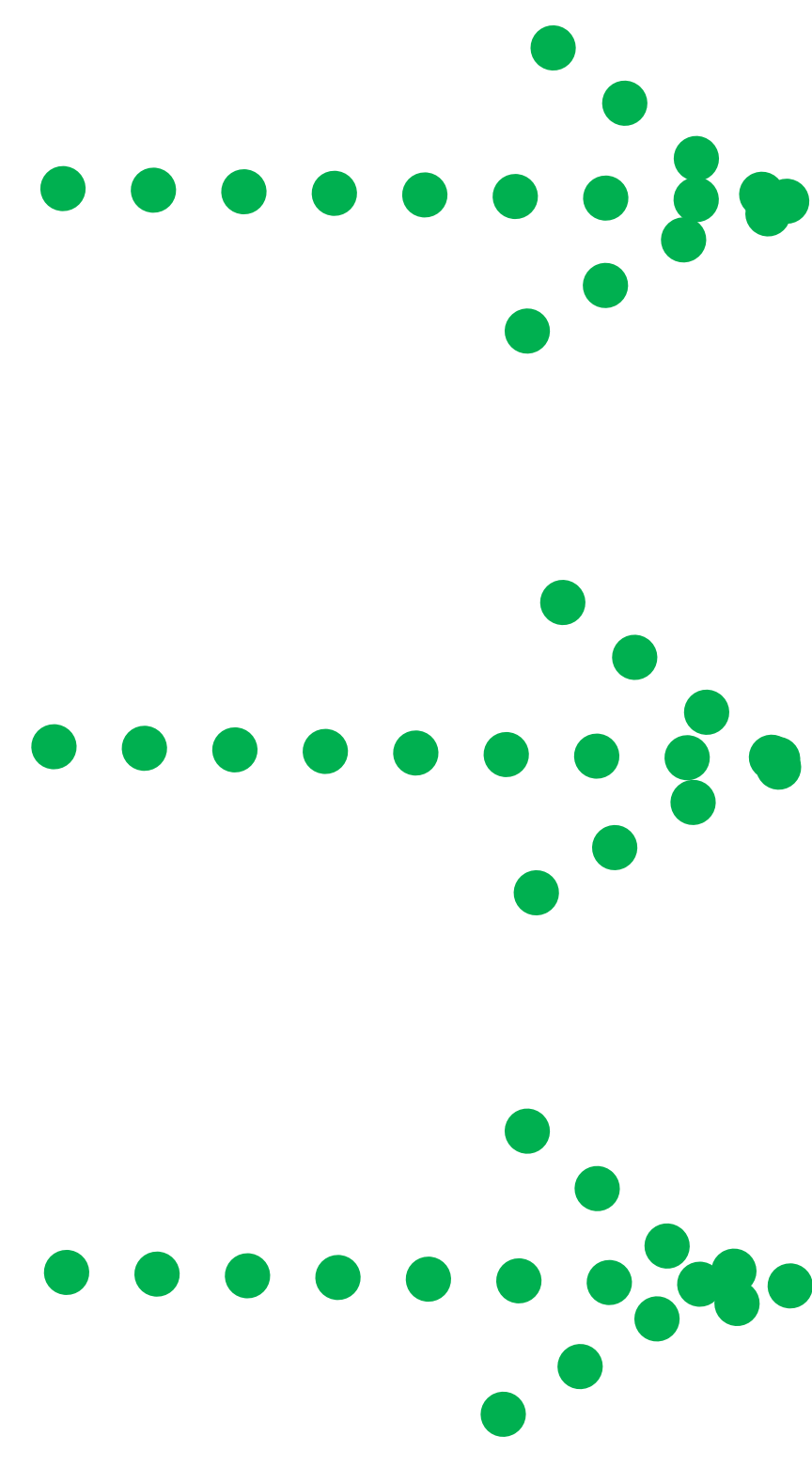


CONTINUATION OF LEARNING DURING COVID-19 CRISIS IN UTTAR PRADESH



3 out of 4 participants whose household constituted at least one child aged 6–14 who attended school prior to the lockdown reported that children were able to continue their studies during the lockdown.

Most children continued their studies on their own (self-study), although one in five participants reported that children accessed digital modes for continuing their studies. Children from wealthier households, belonging to general caste households, residing in urban households and enrolled in private schools were more likely than others to do so.

Efforts to popularize measures introduced by the government for remote learning are called for. Equally important are measures to reduce the digital divide between the poor and rich, rural and urban, and disadvantaged and privileged castes.

BACKGROUND

- Steps taken to address the COVID-19 pandemic in India have affected not only adults but also children. With the lockdown to contain the epidemic, children have not been attending schools for more than two months.
- Given the situation, this brief explores whether children aged 6–14 who were attending school prior to the lockdown were able to continue their studies during the lockdown, the means through which they continued their studies and the differentials in the reach of remote learning measures introduced by the educational institutions.

METHODS

- The sample households for this survey were selected from an existing state-representative cohort study of adolescents and young adults – UDAYA (www.projectudaya.in) in Uttar Pradesh. It is noted however, that respondents who participated in this survey were better educated, wealthier and less likely to have belonged to disadvantaged castes and tribes (SC/ST) compared with those who did not. There were no differences in terms of rural-urban or religious distributions.
- Among the 900 UDAYA participant households interviewed during 25th May–1st June, 2020, 355 households (39%) had a child aged 6–14 years and 344 households (38%) had a child who attended school prior to the lockdown. Findings presented in this brief drew on participants from these 38% of study households.

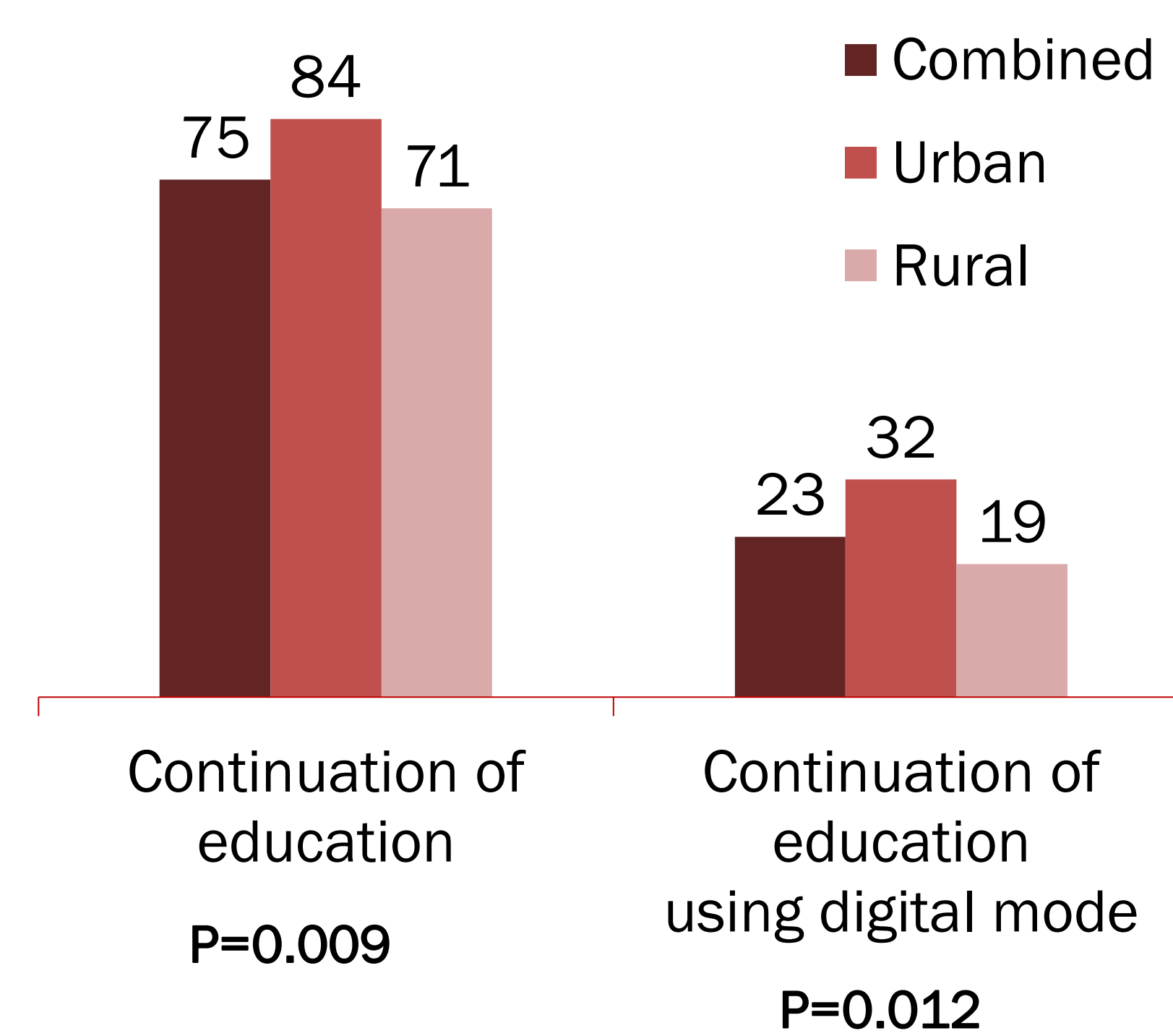
HOUSEHOLDS' PROFILE

Characteristics	Households with a school going child (N=344)
Place of residence (%)	
Urban	32.3
Rural	67.7
Religion (%)	
Hindu	77.6
Others	22.4
Caste (%)	
SC\ST	24.7
Other backward caste	50.6
General	24.7
Wealth index (quintiles as of UDAYA 2015-16 survey)¹	
Bottom two quintiles (poor)	37.2
Medium	18.6
Top two quintiles (rich)	44.2
Type of school attended by children aged 6-14 (%)	
Government	36.9
Private	60.8
Some in private and some in government	2.3
Current resource status of the households (%)	
Able to survive up to two weeks	34.0
Able to survive more than two weeks	66.0

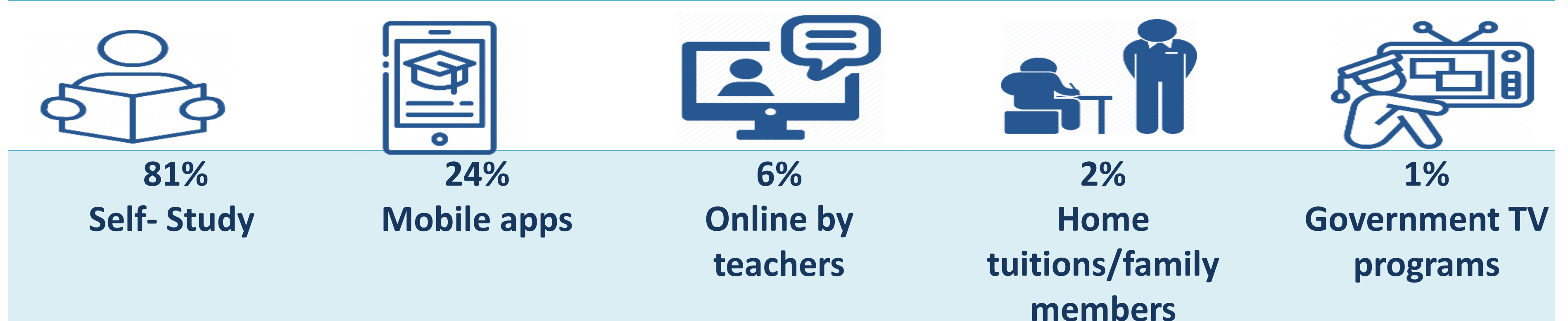
Note: ¹Household wealth index was calculated based on ownership of selected durable goods and amenities, as of UDAYA survey in 2015-16, with possible scores ranging from 0 to 57.

CONTINUATION OF LEARNING

- Among households with a school going child aged 6-14, prior to the lockdown, 75% of the households reported that children were able to continue their learning by any mode during the lockdown (95% CI: 69.3, 79.9); while just 23% (95% CI: 18.7, 28.6) of the households reported that their children used digital modes for continuing their studies.
- More children in urban than rural households used digital modes.



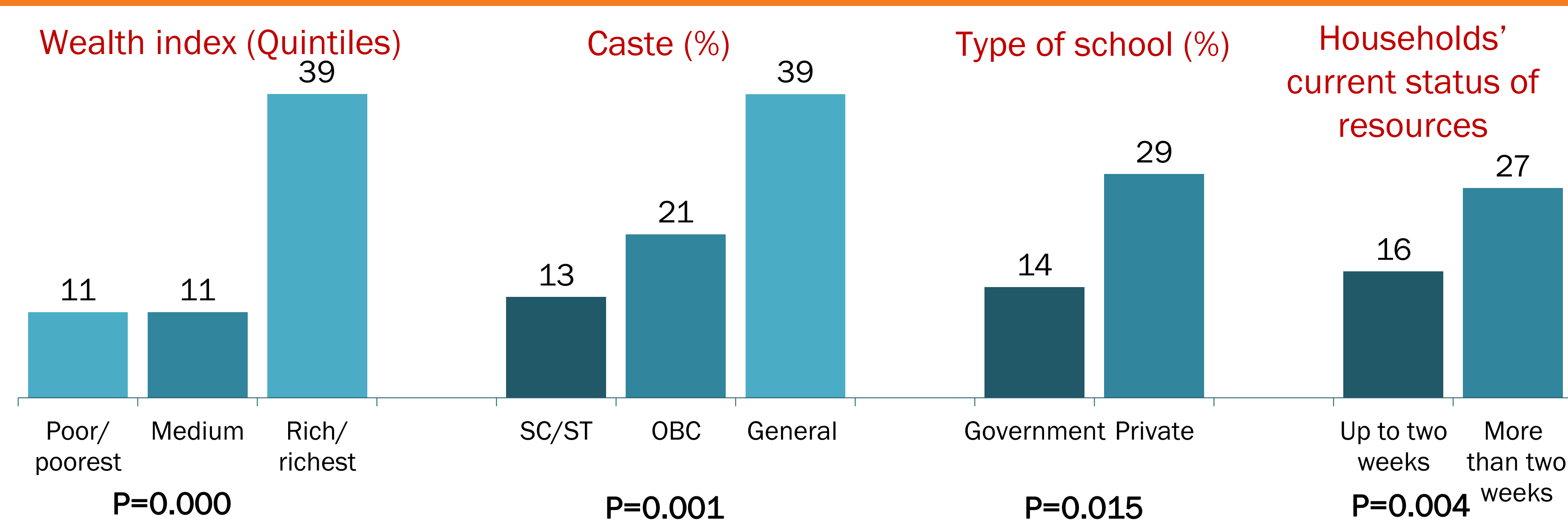
MODE OF STUDY AMONG THOSE WHO CONTINUED THEIR STUDIES[@]



Note: [@] based on answers given spontaneously in response to a single question on means through which children were continuing their studies; multiple responses possible

- Among those who reported that children in their household continued studies during the lockdown, 81% reported self-studies (95% CI: 74.9, 85.3), 24% reported studying via mobile applications such as like youtube/facebook/WhatsApp etc (95% CI: 19.2, 30.5)

CONTINUATION OF EDUCATION THROUGH DIGITAL MEDIA BY SOCIO-ECONOMIC CHARACTERISTICS



- A larger proportion of children in wealthier households, belonging to general caste households and enrolled in private schools continued their studies using digital modes, compared to those from poor households, belonging to disadvantaged castes and enrolled in government schools.

LIMITATIONS

- Findings cannot be generalized to the overall situation in Uttar Pradesh given the selectivity bias in the sample attributed to telephone access of participants.
- Given the need to keep the duration of the telephone survey short enough to ensure the quality of data, detailed questions to assess the coverage of digital modes of learning introduced in the wake of COVID-19 could not be included. Instead spontaneous responses of participants to the question on mode of studies used by children in their household were relied upon. Therefore, findings should be interpreted cautiously.
- Questions related to schooling experiences were posed to an adult member of the household rather than children directly.
- Information was collected for children aged 6–14 and therefore, insights about the experience of children attending secondary schools were not available from this round of survey.

CONTACT INFORMATION

This work was undertaken by Population Council Institute (<https://popcouncilinstitute.org/>)

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