MCTs COLLEGE OF EDUCATION AND RESEARCH

SECTOR 4, AIROLI, NAVI MUMBAI- 400708

A Survey on Academic Learning Gap Among Upper-Primary Students during COVID Pandemic

Action Research

2020-2022

GUIDE:

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B.Ed. (2020-2022)

<u>DECLARATION</u>

I hereby declare that the project bearing the title **"A Survey on Academic Learning Gap Among Upper-Primary Students during COVID Pandemic''** is completed by me under the guidance of Asst. Prof. Mrs. Divya Belchada lecturer of MCT's College of Education and Research.

This is my original work.

Investigator:

Ms. Priyasha Dutta

Roll No.:- 31

<u>CERTIFICATE</u>

This is to certify that Ms. Priyasha Dutta has successfully completed the project report titled **"A Survey on Academic Learning Gap Among Upper-Primary Students during COVID Pandemic"** during the academic year of B.Ed. 2020-2022 under the guidance of Asst. Prof. Mrs. Divya Belchada has put sincere efforts in collecting the data and research.

Guide: **Principal:**

Asst. Prof. Mrs. Divya Belchada   Dr. Savita Sable

MCT's College of   MCT's College of

Education & Research   Education & Research

ACKNOWLEDGEMENT

My research work is an accomplishment of dedicated effort by many people. I wish to express my sincere gratitude towards each one of them.

Foremost my sincere thanks to my guide Asst. Prof. Mrs. Divya Belchada for her consultative help and constructive suggestions throughout my project work. Without her support and guidance this research work would have not been completed.

I wish to express my hearty thanks to Dr. Savita Sable, Principal of MCT's College of Education and Research, Airoli, Navi Mumbai, for giving me an opportunity to undertake the research with all academic freedom. I wish to thank all teachers and specially students of New Horizon Public School who played vital part in this research by sincerely filling the questionnaire.

My project has a great bearing to all my family members and all of my classmates who helped me a lot during the course of entire work and provided me the moral support throughout the work.

INVESTIGATOR

Ms. Priyasha Dutta

Roll No.- 31

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CHAPTER 1
INTRODUCTION

1.1 Introduction of the Study

The COVID-19 crisis brought education systems across the world to a standstill. Now, 21 months later, schools remain closed for millions of children, and others may never return to school. The loss of learning that many children are experiencing is morally unacceptable. And the potential increase of learning poverty might have a devastating impact on future productivity, earnings, and wellbeing for this generation of children and youth, their families and the world's economies. The lockdown of schools in India to deal with the effects of COVID-19 caused an enormous impact at both societal and educational levels. Schools and families had to react rapidly to a new teaching and learning scenario without the benefit of previous planning or government guidelines.

The COVID pandemic shifted the physical classroom to remote learning. The remote learning offered, implies a reduction in instructional time and, by consequence, also a decline in learning time. This in-turns results into decline in student learning creating a Learning Gap. Learning gap refers to the relative performance of an individual student that is-the disparity between what a student has actually learned and what he or she was expected to learn at a particular age or grade level. In other words, we can say a learning gap is a discrepancy between what a student has learned and what a student was expected to learn by a specific point in their education.

There were several reasons for the learning gap in the education of children during the pandemic period. As learning occurred on online platform written work of students reduced drastically. Including the examination where schools had prepared question papers on online platform such as Google form or Online test applications. In majority, these were multiple choice questions. Only few short answers type questions were included. With this in place, the habit of writing answers on the paper for the students have become limited. The creativity of the students in writing has also hampered.

When the students were attending classes physically, they get to interact with the teachers directly. In fact, the teachers can understand from student's body language and guide them whenever necessary. Individual attention can be given to academically weak students in terms of studies which became very limited in remote learning. There are few topics which are demonstrated practically by the teachers in the classroom and the students are supposed to replicate those steps and get the desired results. It is also possible for the teachers to help the students to execute those set of steps to arrive at the correct result. This helps the students to understand the topic clearly. But, due to remote learning, the teacher can show

the steps online, but unable to supervise each student and ensure and correctness of the assigned activity. Even if the students are making mistakes in the techniques, teachers cannot go to them to correct as they are not physically present around them. Consequently, this increases the learning gap.

These learning gaps may seem to be small but gradually it takes a form of a large learning gap. Basically, if this gap remains in the root level of the students, then these gaps cannot be fulfilled in future. The basic concepts which were supposed to be clear in the early stage of education, will never be address and they will lack the understanding of more complex concepts in higher classes due to these gaps at an early stage of education.

1.2 Need for and Importance of the Study

Since its outbreak in late December 2019, COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. Students, schools, colleges and universities have been deeply impacted. According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), over 800 million learners from around the world have been affected, 1 in 5 learners cannot attend school, 1 in 4 cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localised school closure.

The long absence of schooling during pandemic has caused difficulty among the children to read and write properly. Moreover, the virtual world has instilled the habit of 'screenshot' instead of writing. The Absence of psycho-motor during teaching and learning process developed neurological problem.

Orientation programmes of this problem, among the teachers is need of the hours. The students left the school two years back with the potential, returned with diminished scales. Teachers must be aware of these problems else they will be offensive towards their children at school, without know the fact.

Before working upon the learning gaps among the children, the primary task of the teachers will be to identify whether a gap has been created in terms of learning or not. The teachers must be very clear about this as, identifying the correct area of lacking will help to take the corrective action accordingly. The above results found will be applicable for all the remedial steps to be taken to fill up those gaps to improve the performance of the students.

1.3 Background of the Problem

The closure of schools for a long time during the pandemic has had negative impacts on children's learning creating a wide learning gap. This includes losing foundational abilities such as reading with understanding and performing addition and multiplication, which they had learnt earlier and become proficient in, and which are the basis of further learning. These foundational abilities are such that their absence will impact not only learning of more complex abilities but also conceptual understanding across subjects.

The researcher identified that during classes the students' fluency in reading, writing and numeracy has diminished. To gauge the extent of learning loss among students due to Pandemic researcher felt the need of studying academic learning gap among upper-primary students and forward some recommendations on overcoming the challenges of learning gap on basis of findings.

1.4 Statement of the Problem

"**A Survey on Academic Learning Gap Among Upper-Primary Students during COVID Pandemic**."

1.5 Definition of the Problem
Conceptual Definition:

Survey: looking into something closely at or examine.

Academic: relating to education and scholarship.

Learning Gap: A learning gap is the difference between what a student has

learned—i.e., the academic progress he or she has made—and what the student

was expected to learn at a certain point in his or her education, such as a particular

age or grade level.

Upper Primary Students: The students till 14 years of age.

Pandemic: A disease prevalent over a whole country or the world.

Operational Definition:

Survey: a study on the learning gap which has been occurred in terms to academics among the upper primary students during covid-19 pandemic.

Academic: It refers to reading, writing, mathematical and fine motor skills.

Learning Gap: the disparity between what a student has learned and what he or she was expected to learn at grade 4 and 5 during Covid Pandemic

Upper Primary Students: the students of classes 4 and 5 who have been studying in online mode from 2 years.

Pandemic: The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing global pandemic of coronavirus disease 2019 (COVID-19) caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

1.6 Objectives of the study

The objectives of the study were as follows: -

- To identify Academic Learning Gap among Upper Primary Students during COVID pandemic.
- To study Academic Learning Gap in Writing skill among Upper Primary Students during COVID pandemic.
- To study Academic Learning Gap in Fine motor skill among Upper Primary Students during COVID pandemic.
- To study Academic Learning Gap in Reading skill among Upper Primary Students during COVID pandemic.
- To study Academic Learning Gap in mathematical skill among Upper Primary Students during COVID pandemic.

1.7 Delimitation of the study

The study is delimited by following points-

1) The present study includes only primary students of CBSE Board.

2) The present study focuses only primary students literacy towards Academics only.

3) The present study is limited to only 60 students of Primary School.

4) The present study conducts survey only through rating scale.

CHAPTER 2 RESEARCH METHODOLOGY

2.1 Introduction of Research Methodology

Research methodology simply refers to the practical "how" of any given piece of research. More specifically, it's about **how** a researcher **systematically designs a study** to ensure valid and reliable results that address the research aims and objectives.

Research can be defined as the application of the scientific method in the study of the problems. It is a systematic attempt to obtain answers to meaningful questions about any event or phenomena through the scientific procedure. It involves systematic study structure of investigation usually resulting in some sort of formal record of procedures, a more specialized face of scientific methodology. Research is directed towards solution of a problem demanding accurate observations and description. It involves gathering new data using existing data from first hand purpose. Research requires expertise. Research is carefully recorded and reported. It is very true that knowledge gained by research is of the higher order. Methodology refers to the technique or the means which is adopted by the investigator in order to achieve his goals. Methodology is an essential part of the research or investigation. To carry out any type of research, the data must be gathered and then with the help of this data, the hypothesis can be tested. Various methods and procedures have been developed for the acquisition of the data. In this research, Survey method has been used.

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chi-square, how to apply particular research techniques, but they also need to know which of these methods or techniques, are relevant and which are not, and what would they mean and indicate and why. Various methods and procedures have been developed for the acquisition of the data. In this research, Survey method has been used.

Survey Method

Survey methodology studies the sampling of individual units from a population using survey data collection technique as Questionnaire or Rating Scale. Survey is a method of collecting data in a consistent way. The survey is a non-experimental, descriptive research method. In this present survey, upper -primary students sample a population. A survey is an important type of study. It involves clearly defined problems and definite objectives. In the present study, Survey method is adopted for collecting data in a systematic way by Simple Random Sampling.

A Survey is defined as a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved.

In the present study, Survey method is adopted for collecting data in a systematic way by Simple Random Sampling.

2.2 Sample and Sampling Techniques

Sampling is the act, process or technique of selecting a representative part of a population for the purpose of determining the characteristics of whole population. In other words, the process of selecting a sample from a population using special sampling techniques is called Sampling. It should be ensured in the sampling process itself that the sample selected is representative of the population.

The sampling techniques can be categorized into the following four types:

1. Simple random sampling

2. System sampling

3. Stratified sampling

4. Cluster sampling

For this research, the investigator employed the Simple Random Sampling technique.

Simple Random Sampling

This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.

Here the entire samples are provided with a series of statements in the Rating Scale, which forms the basis for data analysis. The sample selected in the study are 60 students of upper-primary school.

The students are free to express their opinion regarding the statements used in Survey agree and disagree rating.

2.3 Tools used in the Study

In order to test the hypothesis with the help of the data collected, selection of the suitable tool of data collection is of vital importance in every research work.

Various types of research tools used for educational research purpose are as follows:

1. Questionnaire / Rating Scale
2. Quantitative study
3. Interview
4. Opinion-naire
5. Methodology

The research tool used in this study by the investigator is the "Rating Scale".

Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. There is space provided after every question for filling a response.

The questionnaire prepared for survey should possess the following characteristics:

1. The questions framed should be in a simple word.
2. It should be relevant to the survey method.
3. Questions with multiple meaning should be avoided.
4. The investigator should not make use of ambiguous questions.
5. The number of questions should be adequate to get relevant data for the study.

2.4 Construction of the Tool

For this research study, the investigator used a **Rating Scale** as a tool. The rating scale was self-made by the investigator and the research guide had validated it before its administration to selected sample. It was prepared in English. The language used

to prepare this rating scale was very simple and was easy to understand. The statements in this rating scale were based on the objectives of the Study. Total 25 statements were there in the rating scale. 5-point scale with options – Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree was used in this questionnaire.

The rating scale used in this study is attached with this report as Appendix.

2.5 Data Collection

Execution of the project is a very important step in the research process. If the execution of the project proceeds on correct lines, the data to be collected would be adequate and dependable. After the statements were constructed and got approved from Research Guide, the investigator administered the questionnaire to the selected sample i.e. 60 students of upper-primary (CBSE Board). The investigator explained the nature of the study to the selected respondents. Respondents were explained about the methodology to fill in their responses as per the rating scale used in the questionnaire. In case of any query regarding the items in the questionnaire, the investigator explained the intended meaning and resolved the query immediately and satisfactorily.

Once all the respondents completed the rating scale, the investigator collected all the rating scale back immediately.

CHAPTER 3
ANALYSIS AND
INTERPRETATION

3.1 Introduction

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It is an important and exciting step in the process of research. In all research studies, analysis follows data collection. Analysis and interpretation are two important component of study. Proper analysis and subsequent interpretation leads to the desired result that can be most effectively used. To research behind any problem or field, it requires relevant data. Data is nothing but a collection of information about the problem which has possible reason. Through data collection is the most important aspect of the study; analysis helps to get the clear data, which leads to proper interpretation. There are various tools such as tabulation of data, graphical representation and interpretation.

For this task the researcher has to make questionnaire which consist of few questions related to the problem. Respondents are required to fill the questionnaire so that inner opinion would be clear to the researchers.

Interpretation not only depends on the data collected but also on the analysis done. Wrong analysis will definitely leads to misinterpretation which in turn affects the results. Interpretation provides the basis of conclusion and suggestions providing remedial measures of the difficulties faced during study.

In short we can say that analysis and interpretation are two sides of same coin. The aim of present study is to find out the "A Survey on Academic Learning Gap Among Upper-Primary Students during COVID Pandemic'' The investigator collected data from 60 students of New Horizon Public School and K.E. Carmel School. The collected data are arranged properly, analyzed systematically and interpreted precisely.
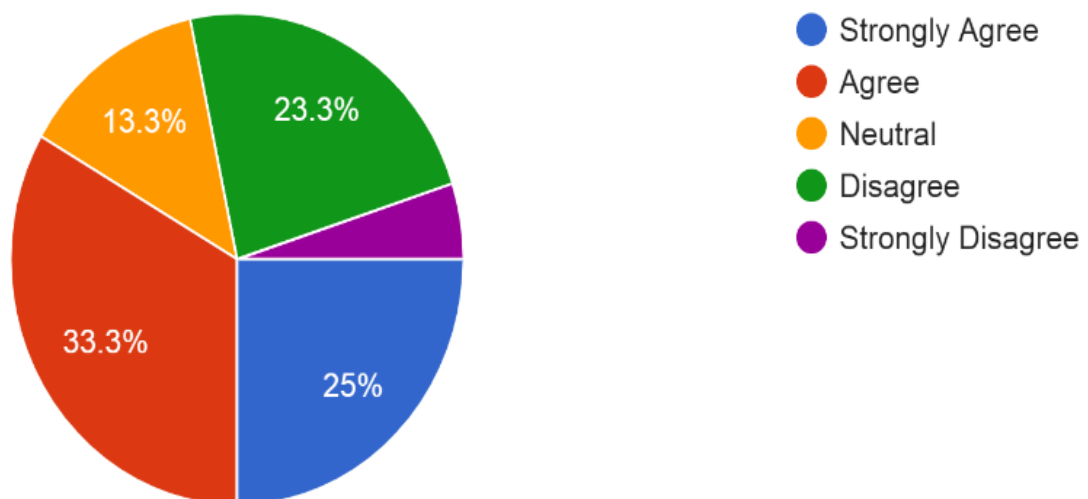
3.2 Data Analysis and Interpretation

Statement 1: I prefer oral test over written test.

Table 1: Shows the statistics of Upper-primary School Student's opinion about – whether they prefer oral test over written test.

Opinion	Students	Percentage
Strongly Agree	15	25 %
Agree	20	33.3 %
Neutral	8	13.3 %
Disagree	14	23.3 %
Strongly Disagree	3	5%

Figure 1: Shows graphical representation of Students' opinion about – whether they prefer oral test over written test.

Analysis: It is observed that 15 students are strongly agree that they prefer oral test over written test, while 20 agree, 8 neutral, 14 disagree and 3 strongly disagree, so most of Students i.e. 58.3% (including strongly agree and agree) say that they prefer oral test over written test.
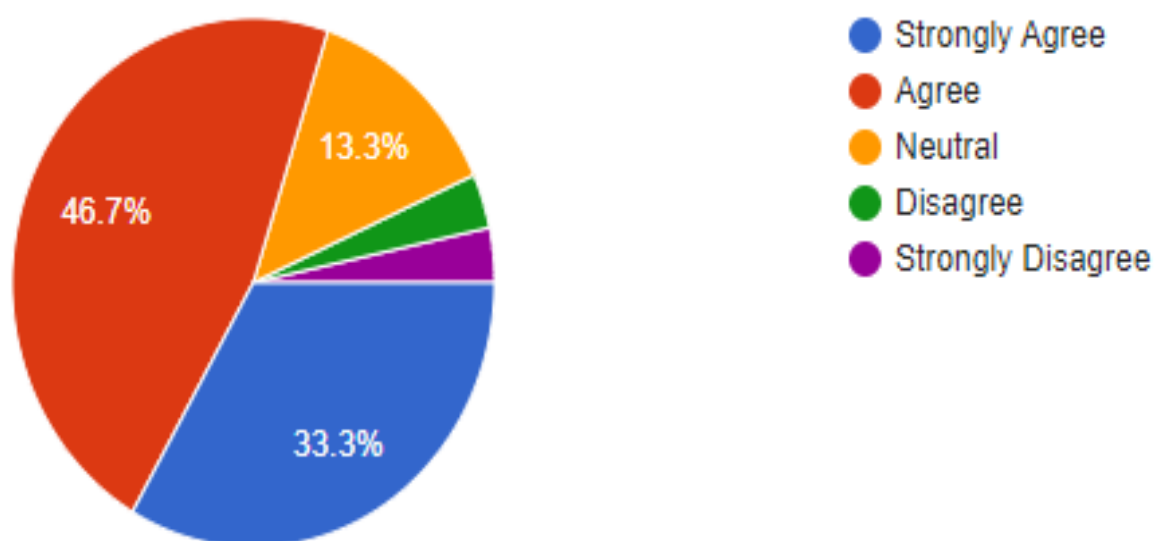
Interpretation: Thus, from the above statistics, most of the students agree that they do prefer oral test over written test.

Statement 2: I do practice at least one paragraph writing or story writing or letter writing in a week.

Table 2: Shows the statistics of Upper-primary School Student's opinion about – whether they do practice at least one paragraph writing or story writing or letter writing in a week.

Opinion	Students	Percentage
Strongly Agree	20	33.3 %
Agree	23	38.33 %
Neutral	8	13.3 %
Disagree	2	3.3 %
Strongly Disagree	2	3.3 %

Figure 2: Shows graphical representation of Students' opinion about – they do practice at least one paragraph writing or story writing or letter writing in a week.

Analysis: It is observed that 20 students are strongly agree that they do practice at least one paragraph writing or story writing or letter writing in a week., while 23 agree, 8 neutral, 2 disagree and 2 strongly disagree, so most of Students i.e. 71.6% (including strongly agree and agree) say that they do practice at least one paragraph writing or story writing or letter writing in a week.

Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they do practice at least one paragraph writing or story writing or letter writing in a week.

Statement 3: I know how to write tally numbers.

Table 3: Shows the statistics of Upper-primary School Student's opinion about – whether they know how to write tally numbers.

Opinion	Students	Percentage
Strongly Agree	24	40 %
Agree	23	38.33 %
Neutral	7	11.7 %
Disagree	5	8.3 %
Strongly Disagree	1	1.17 %

Figure 3: Shows graphical representation of Students' opinion about – they know how to write tally numbers.
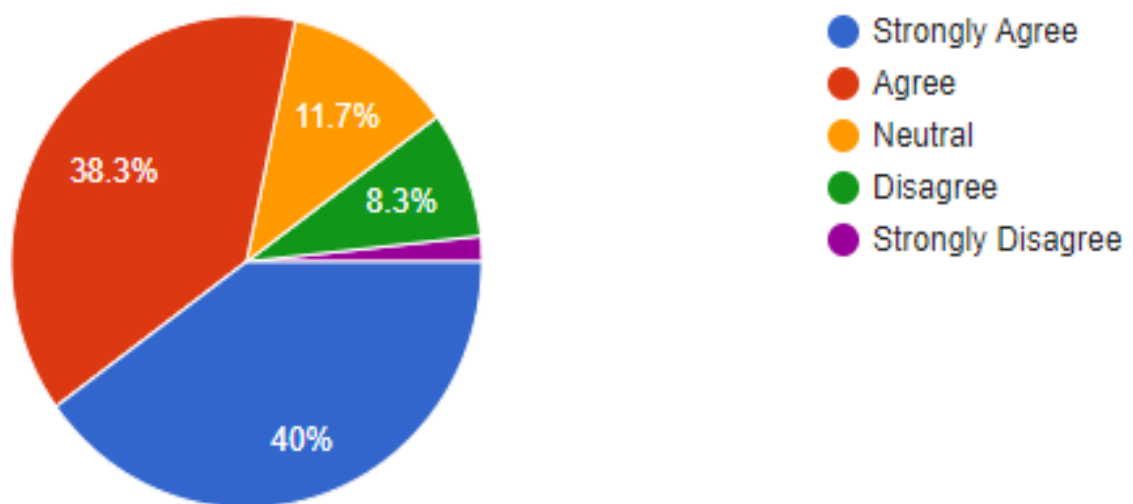
Analysis: It is observed that 24 students are strongly agree that they know how to write tally numbers, while 23 agree, 7 neutral, 5 disagree and 1 strongly disagree, so most of Students i.e., 78.3% (including strongly agree and agree) say that they know how to write tally numbers.
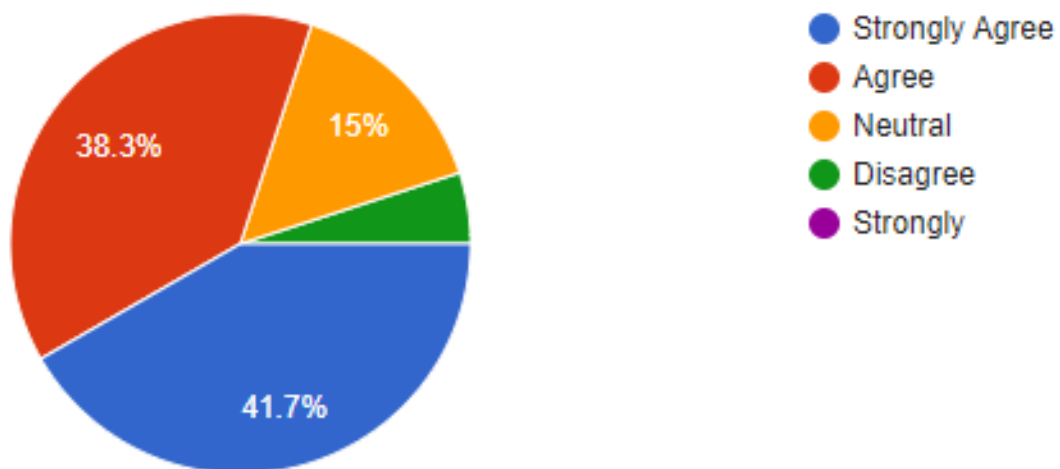
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they know how to write tally numbers.

Statement 4: I read Hindi fluently.

Table 4: Shows the statistics of Upper-primary School Student's opinion about – whether they can read Hindi fluently.

Opinion	Students	Percentage
Strongly Agree	25	41.7 %
Agree	23	38.3 %
Neutral	9	15 %
Disagree	3	5 %
Strongly Disagree	0	0 %

Figure 4: Shows graphical representation of Students' opinion about – they can read Hindi fluently.

Analysis: It is observed that 25 students are strongly agree that they can read Hindi fluently, while 23 agree, 9 neutral, 3 disagree and 0 strongly disagree, so most of Students i.e., 80% (including strongly agree and agree) say that they can read Hindi fluently.
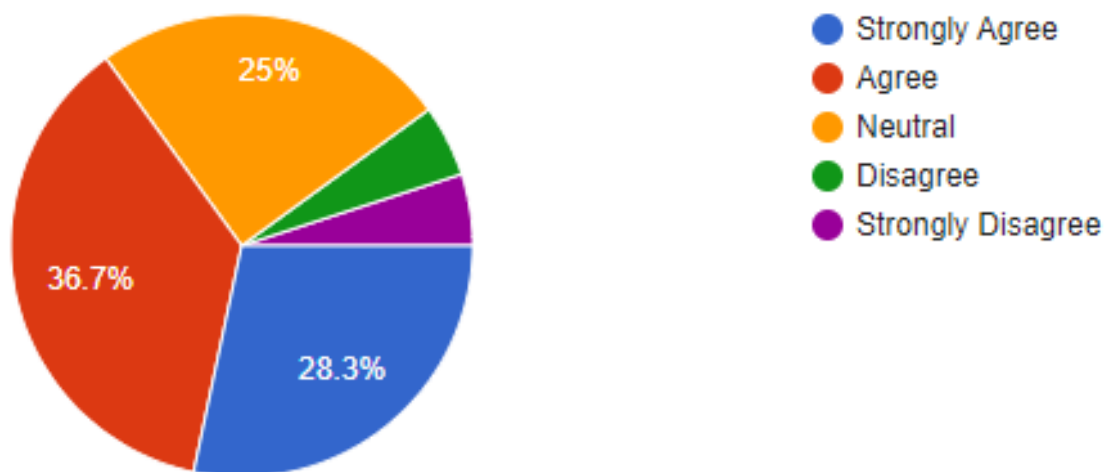
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they can read Hindi fluently.

Statement 5: I prefer one word answer type questions than long answer type questions.

Table 5: Shows the statistics of Upper-primary School Student's opinion about – whether they prefer one word answer type questions than long answer type questions.

Opinion	Students	Percentage
Strongly Agree	17	28.3 %
Agree	22	36.7 %
Neutral	15	25 %
Disagree	3	5 %
Strongly Disagree	3	5 %

Figure 5: Shows graphical representation of Students' opinion about – they prefer one word answer type questions than long answer type questions.

Analysis: It is observed that 17 students are strongly agree they prefer one word answer type questions than long answer type questions. While 22 agree, 15 neutral, 3 disagree and 3 strongly disagree, so most of Students i.e.,65% (including strongly agree and agree) say that they prefer one word answer type questions than long answer type questions.
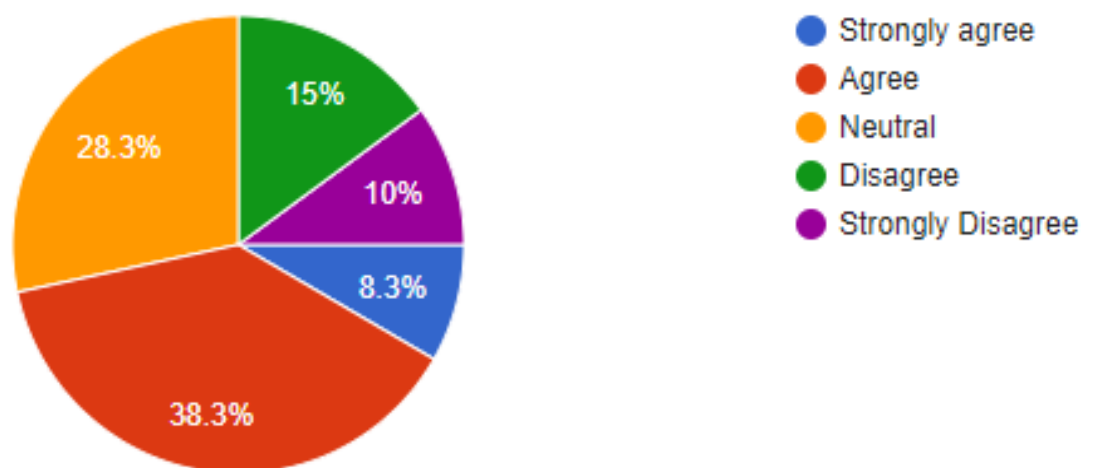
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they prefer one word answer type questions than long answer type questions.

Statement 6: I face difficulties with mental arithmetic.

Table 6: Shows the statistics of Upper-primary School Student's opinion about – whether they face difficulties with mental arithmetic.

Opinion	Students	Percentage
Strongly Agree	23	38.3 %
Agree	17	28.3 %
Neutral	9	15 %
Disagree	6	10 %
Strongly Disagree	5	8.3 %

Figure 6: Shows graphical representation of Students' opinion about – they face difficulties with mental arithmetic.

Analysis: It is observed that 5 students are strongly agree they face difficulties with mental arithmetic, 23 agree, 17 neutral, 9 disagree and 6 strongly disagree, so most of students i.e.,46.6% (including strongly agree and agree) say that they don't face difficulties with mental arithmetic.
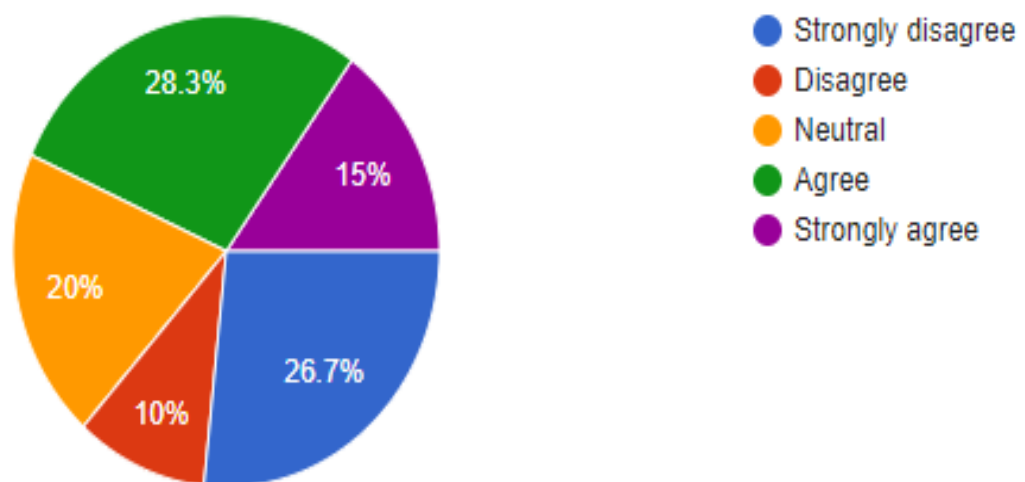
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they don't face difficulties with mental arithmetic.

Statement 7: I can pronounce difficult words by using phonetics.

Table 7: Shows the statistics of Upper-primary School Student's opinion about – whether they can pronounce difficult words by using phonetics.

Opinion	Students	Percentage
Strongly Agree	9	15 %
Agree	17	28.3 %
Neutral	12	20 %
Disagree	6	10 %
Strongly Disagree	16	26.7 %

Figure 7: Shows graphical representation of Students' opinion about – they can pronounce difficult words by using phonetics.

Analysis: It is observed that 9 students are strongly they can pronounce difficult words by using phonetics, while 17 agree, 12 neutral, 6 disagree and 16 strongly disagree, so most of Students i.e.,43.3% (including strongly agree and agree) say that they can pronounce difficult words by using phonetics.

Interpretation: Thus, from the above statistics, it is clear that most of the students disagree that they can pronounce difficult words by using phonetics.
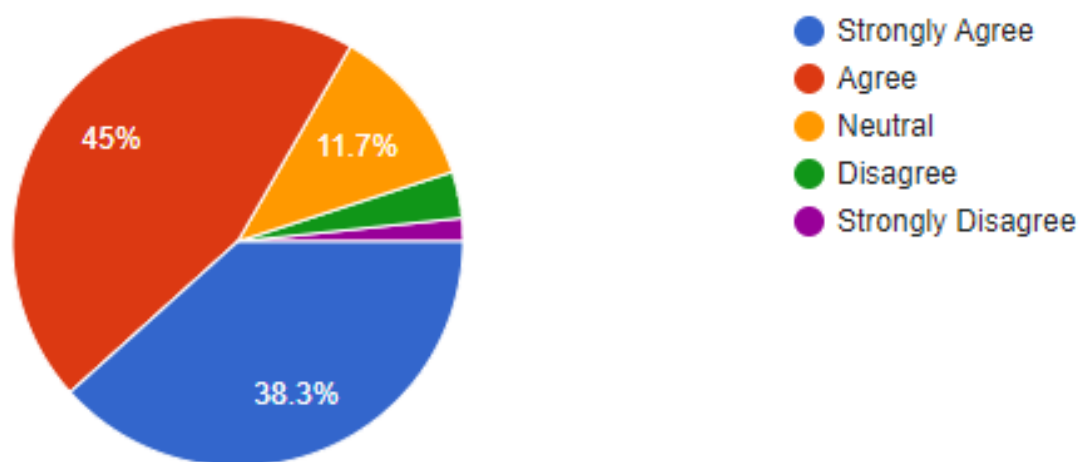
Statement 8: I do enjoy creative writing.

Table 8: Shows the statistics of Upper-primary School Student's opinion about – whether they do enjoy creative writing.

Opinion	Students	Percentage
Strongly Agree	23	38.3%
Agree	27	45 %
Neutral	7	11.7 %
Disagree	2	3.3%
Strongly Disagree	1	1.7 %

Figure 8: Shows graphical representation of Students' opinion about – they do enjoy creative writing.

Analysis: It is observed that 23 students are strongly they face difficulties with mental arithmetic, while 27 agree, 7 neutral, 2 disagree and 1 strongly disagree, so most of Students i.e., 83.3% (including strongly agree and agree) say that they face difficulties with mental arithmetic.
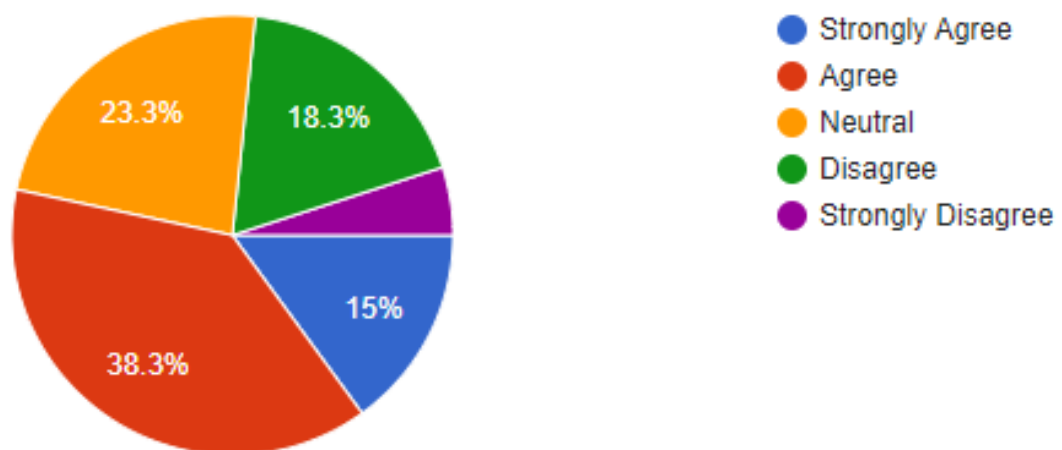
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they do enjoy creative writing.

Statement 9: I read storybook every day.

Table 9: Shows the statistics of Upper-primary School Student's opinion about – whether they do read storybook every day.

Opinion	Students	Percentage
Strongly Agree	9	15%
Agree	23	38.3 %
Neutral	14	23.3 %
Disagree	11	18.3%
Strongly Disagree	3	5 %

Figure 9: Shows graphical representation of Students' opinion about – they read storybook every day.

Analysis: It is observed that 9 students are strongly they read storybook everyday, while 23 agree, 14 neutral, 11 disagree and 3 strongly disagree, so most of Students i.e., 53.3% (including strongly agree and agree) say that they do enjoy creative writing. they read storybook every day.
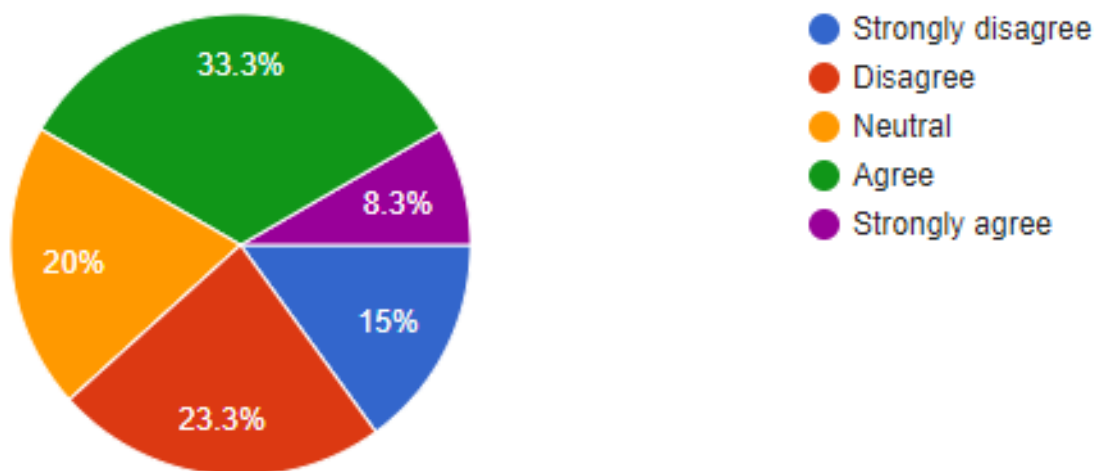
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they read storybook everyday.

Statement 10: I enjoy reading magazines.

Table 10: Shows the statistics of Upper-primary School Student's opinion about – whether they do enjoy reading magazines.

Opinion	Students	Percentage
Strongly Agree	9	15 %
Agree	14	23.3 %
Neutral	12	20 %
Disagree	20	33.3 %
Strongly Disagree	5	8.3 %

Figure 10: Shows graphical representation of Students' opinion about – they do enjoy reading magazines.

Analysis: It is observed that 9 students are – they do enjoy reading magazines, while 14 agree, 12 neutral, 20 disagree and 5 strongly disagree, so most of Students i.e., 38.3% (including strongly agree and agree) say that they do enjoy reading magazines.
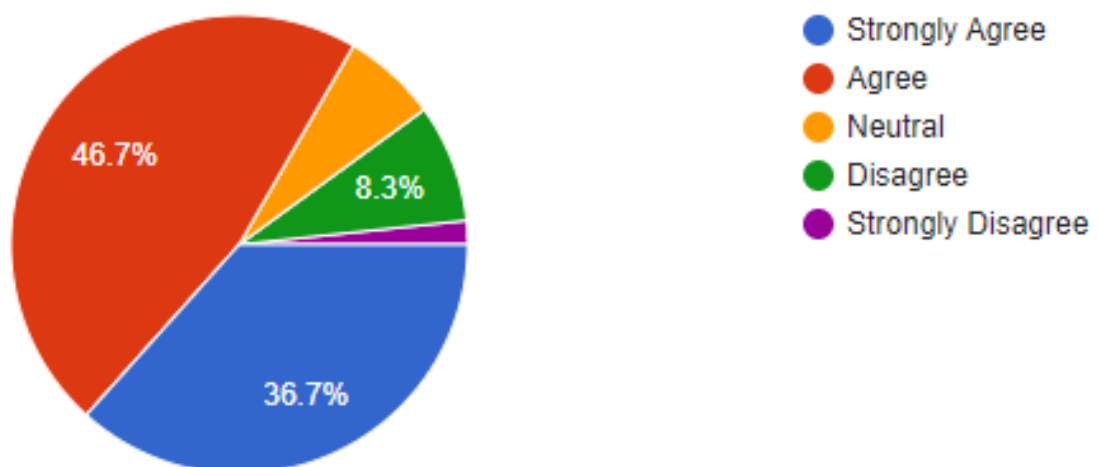
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they do enjoy reading magazines.

Statement 11: I can write 15-20 sentences on any given topic.

Table 11: Shows the statistics of Upper-primary School Student's opinion about – whether they can write 15-20 sentences on any given topic.

Opinion	Students	Percentage
Strongly Agree	22	36.7 %
Agree	28	46.7 %
Neutral	4	6.7 %
Disagree	5	8.3 %
Strongly Disagree	1	1.7 %

Figure 11: Shows graphical representation of Students' opinion about – they can write 15-20 sentences on any given topic.

Analysis: It is observed that 22 students are – they can write 15-20 sentences on any given topic, while 28 agree, 4 neutral, 5 disagree and 1 strongly disagree, so most of Students i.e., 83.4% (including strongly agree and agree) say that they can write 15-20 sentences on any given topic.
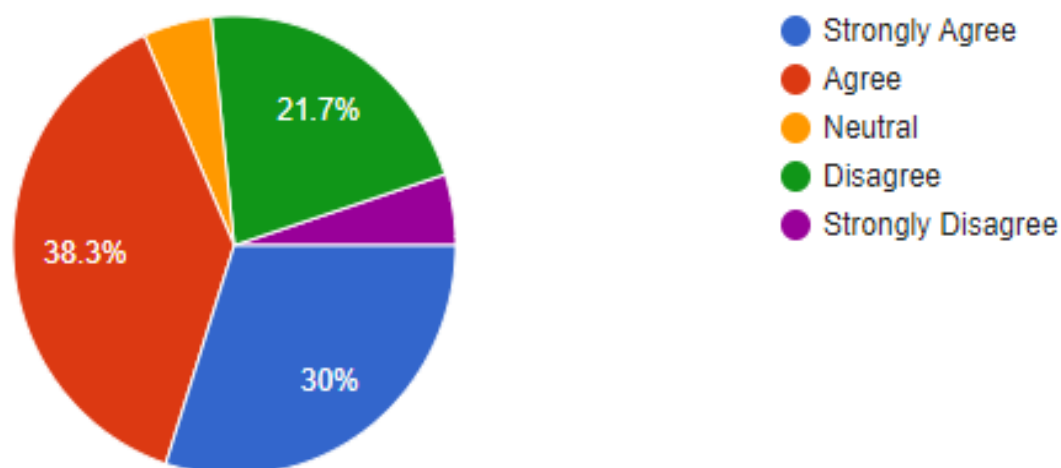
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they can write 15-20 sentences on any given topic.

Statement 12: I know how to write roman numbers till 50.

Table 12: Shows the statistics of Upper-primary School Student's opinion about – whether they know how to write roman numbers till 50.

Opinion	Students	Percentage
Strongly Agree	18	30 %
Agree	23	38.3 %
Neutral	3	5 %
Disagree	13	21.7 %
Strongly Disagree	3	5 %

Figure 12: Shows graphical representation of Students' opinion about – they know how to write roman numbers till 50.

Analysis: It is observed that 18 students are – they know how to write roman numbers till 50, while 23 agree, 3 neutral, 13 disagree and 3 strongly disagree, so most of Students i.e., 68.3% (including strongly agree and agree) say that they know how to write roman numbers till 50.
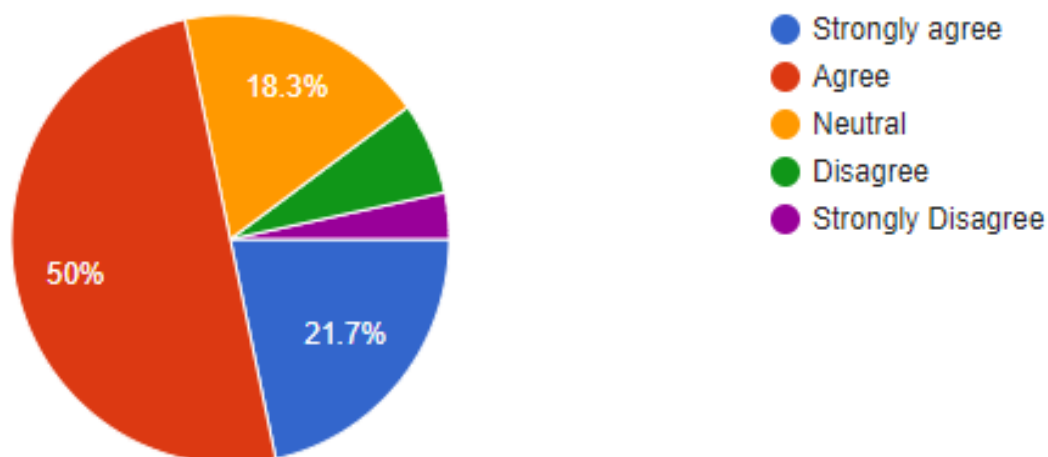
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they know how to write roman numbers till 50.

Statement 13: I can effectively write under any topic in given time constraint.

Table 13: Shows the statistics of Upper-primary School Student's opinion about – whether they can effectively write under any topic in given time constraint.

Opinion	Students	Percentage
Strongly Agree	13	21.7%
Agree	30	50%
Neutral	11	18.3%
Disagree	4	6.7%
Strongly Disagree	2	3.3%

Figure 13: Shows graphical representation of Students' opinion about – they can effectively write under any topic in given time constraint.

Analysis: It is observed that 13 students are – they can effectively write under any topic in given time constraint, while 30 agree, 11 neutral, 4 disagree and 2 strongly disagree, so most of Students i.e., 71.7% (including strongly agree and agree) say they can effectively write under any topic in given time constraint.
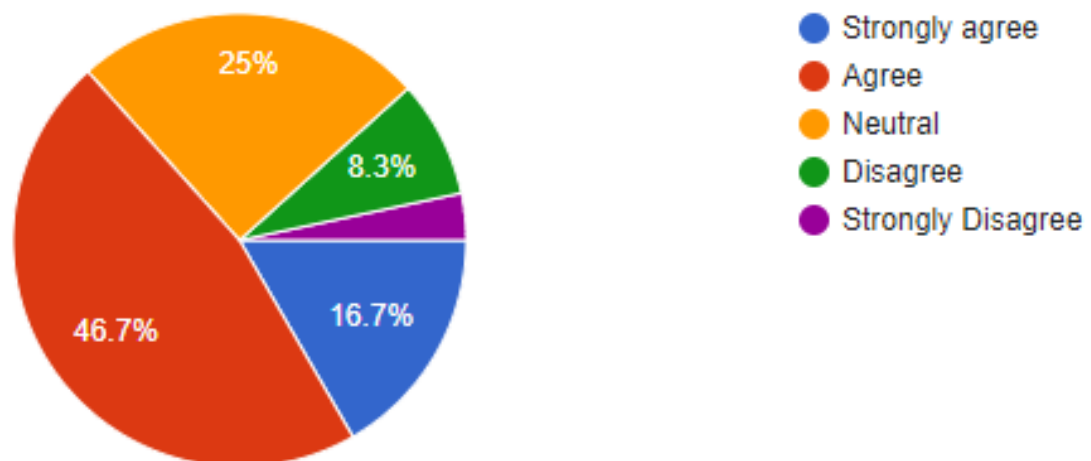
Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they can effectively write under any topic in given time constraint.

Statement 14: I enjoy writing in my leisure time.

Table 14: Shows the statistics of Upper-primary School Student's opinion about – whether they I enjoy writing in my leisure time.

Opinion	Students	Percentage
Strongly Agree	10	16.7%
Agree	28	46.7%
Neutral	15	25%
Disagree	5	8.3%
Strongly Disagree	2	3.3%

Figure 14: Shows graphical representation of Students' opinion about – they enjoy writing in my leisure time.

Analysis: It is observed that 10 students are – they enjoy writing in my leisure time, while 28 agree, 15 neutral, 5 disagree and 2 strongly disagree, so most of Students i.e., 71.7% (including strongly agree and agree) say that they enjoy writing in my leisure time**.**

Interpretation: Thus, from the above statistics, it is clear that most of the students agree that they enjoy writing in my leisure time

Statement 15: I can do my school projects independently.

Table 15: Shows the statistics of Upper-primary School Student's opinion about – whether they can do their school projects independently.

Opinion	Students	Percentage
Strongly Agree	25	41.7%
Agree	24	40%
Neutral	5	8.3%
Disagree	5	8.3%
Strongly Disagree	1	1.7%

Figure 15: Shows graphical representation of Students' opinion about – they can do their school projects independently.
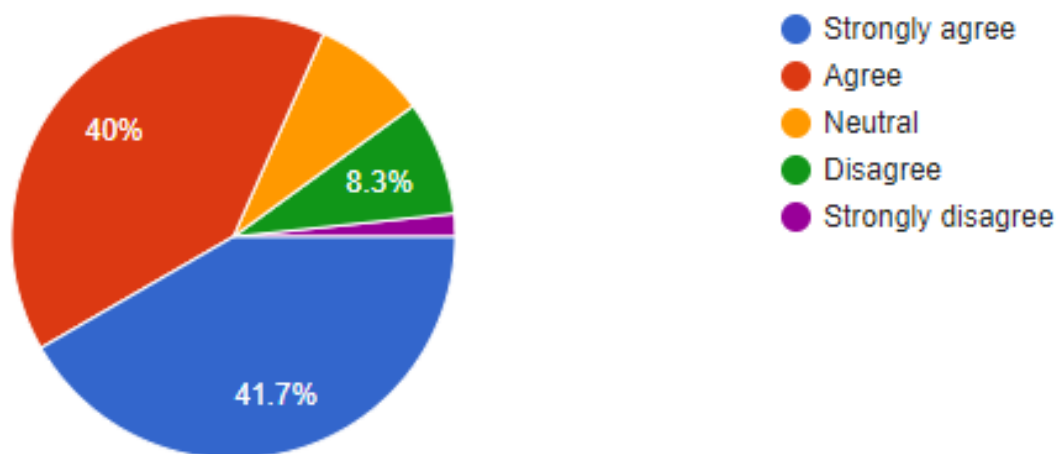
Analysis: It is observed that 25 students are they can do their school projects independently, while 24 agree, 5 neutral, 5 disagree and 1 strongly disagree, so most of Students i.e., 81.7% (including strongly agree and agree) say that they can do their school projects independently.

Interpretation: Thus, from the above statistics, it is clear that they can do their school projects independently.
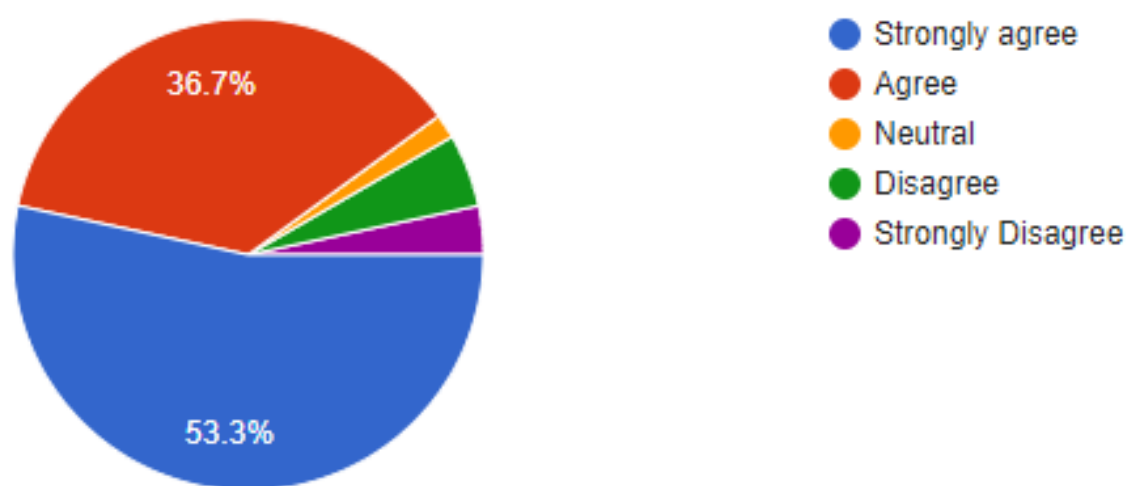
Statement 16: I know how to draw a circle with a compass.

Table 16: Shows the statistics of Upper-primary School Student's opinion about – whether they know how to draw a circle with a compass.

Opinion	Students	Percentage
Strongly Agree	32	53.3%
Agree	22	36.7%
Neutral	1	1.7%
Disagree	3	5%
Strongly Disagree	2	3.3%

Figure 16: Shows graphical representation of Students' opinion about – they know how to draw a circle with a compass.

Analysis: It is observed that 32 students are they know how to draw a circle with a compass, while 22 agree, 5 neutral, 5 disagree and 1 strongly disagree, so most of Students i.e., 90% (including strongly agree and agree) say that they know how to draw a circle with a compass.
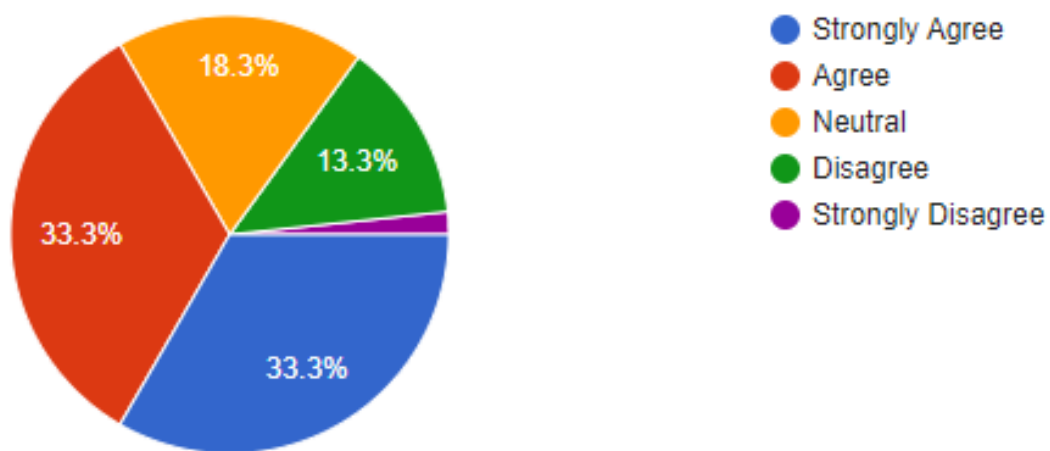
Interpretation: Thus, from the above statistics, it is clear that they know how to draw a circle with a compass.

Statement 17: I know tables upto 20.

Table 17: Shows the statistics of Upper-primary School Student's opinion about – whether they know tables upto 20.

Opinion	Students	Percentage
Strongly Agree	20	33.3%
Agree	20	33.3%
Neutral	11	18.3%
Disagree	8	13.3%
Strongly Disagree	1	1.7%

Figure 17: Shows graphical representation of Students' opinion about – they know tables upto 20.

Analysis: It is observed that 20 students are they know tables upto 20, while 20 agree, 11 neutral, 8 disagree and 1 strongly disagree, so most of Students i.e., 66.6% (including strongly agree and agree) say that they know tables upto 20.
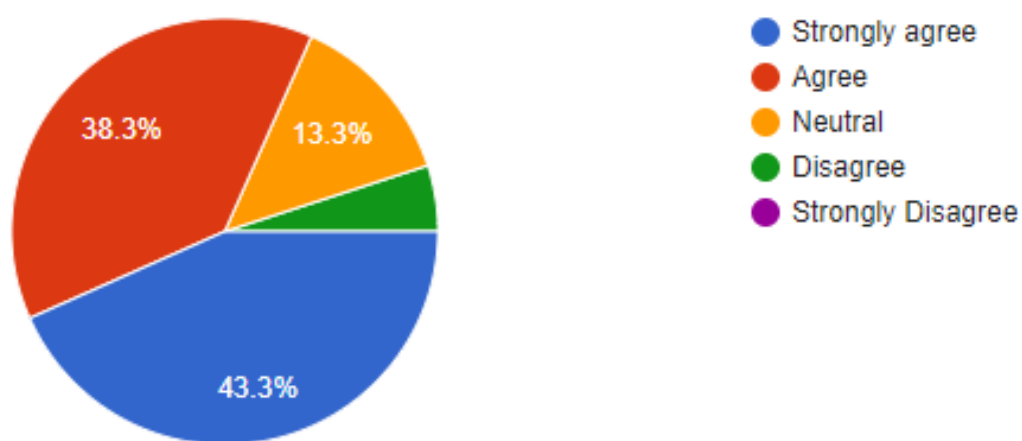
Interpretation: Thus, from the above statistics, it is clear that they know tables upto 20.

Statement 18: I can identify the neighbouring countries of India in a map.

Table 18: Shows the statistics of Upper-primary School Student's opinion about – whether they can identify the neighbouring countries of India in a map.

Opinion	Students	Percentage
Strongly Agree	26	43.3%
Agree	23	38.3%
Neutral	8	13.3%
Disagree	3	5%
Strongly Disagree	0	0%

Figure 18: Shows graphical representation of Students' opinion about – they can identify the neighbouring countries of India in a map.

Analysis: It is observed that 26 students are they can identify the neighbouring countries of India in a map, while 23 agree, 8 neutral, 3 disagree and 0 strongly disagree, so most of Students i.e., 81.6% (including strongly agree and agree) say that they can identify the neighbouring countries of India in a map.

Interpretation: Thus, from the above statistics, it is clear that they can identify the neighbouring countries of India in a map.

Statement 19: I read a newspaper everyday.

Table 19: Shows the statistics of Upper-primary School Student's opinion about – whether they read a newspaper everyday.

Opinion	Students	Percentage
Strongly Agree	13	21.7%
Agree	16	26.7%
Neutral	8	13.3%
Disagree	20	33.3%
Strongly Disagree	3	5%

Figure 19: Shows graphical representation of Students' opinion about – they read a newspaper everyday.
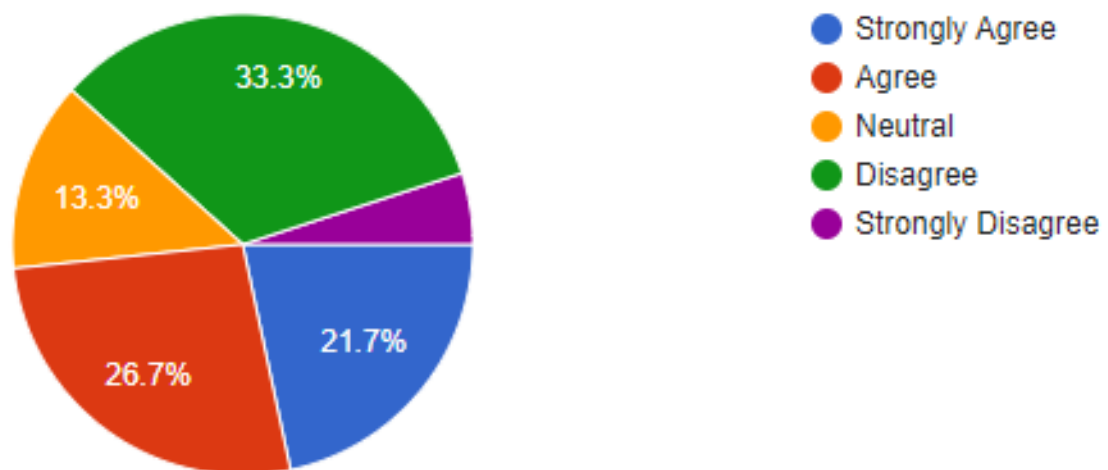
Analysis: It is observed that 13 students are they read a newspaper everyday, while 16 agree, 8 neutral, 20 disagree and 3 strongly disagree, so most of Students i.e., 48.4% (including strongly agree and agree) say that they read a newspaper every day.

Interpretation: Thus, from the above statistics, it is clear that most of the students do not have a habit to read a newspaper everyday.

Statement 20: I can draw and label the scientific diagrams.

Table 20: Shows the statistics of Upper-primary School Student's opinion about – whether they can draw and label the scientific diagrams.

Opinion	Students	Percentage
Strongly Agree	16	26.7%
Agree	29	48.3%
Neutral	8	13.3%
Disagree	7	11.7%
Strongly Disagree	0	0%

Figure 20: Shows graphical representation of Students' opinion about – they can draw and label the scientific diagrams.

Analysis: It is observed that 16 students are they can draw and label the scientific diagrams, while 29 agree, 8 neutral, 7 disagree and 0 strongly disagree, so most of Students i.e., 75% (including strongly agree and agree) say that they can draw and label the scientific diagrams.
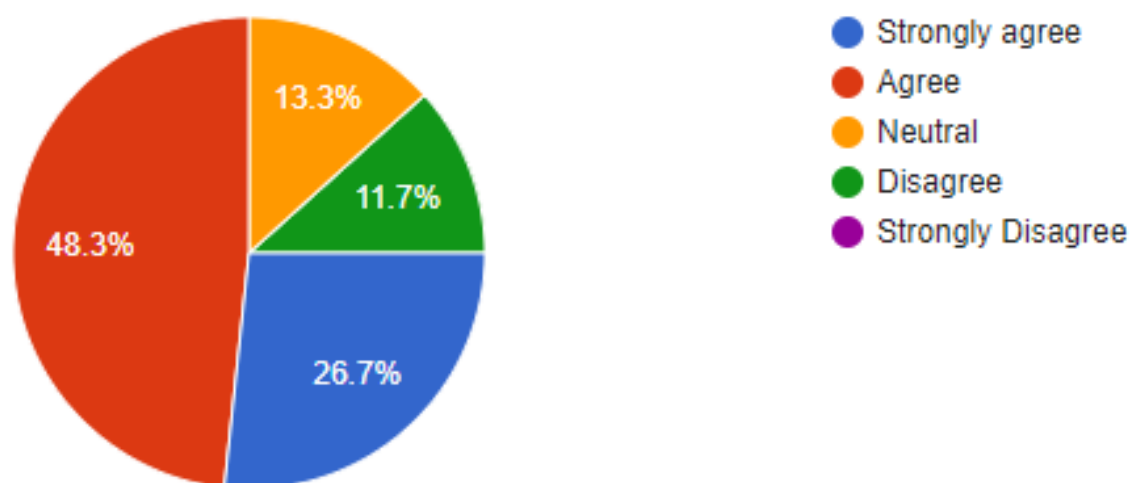
Interpretation: Thus, from the above statistics, it is clear that they can draw and label the scientific diagrams.

Statement 21: I can add 4-digit numbers.

Table 21: Shows the statistics of Upper-primary School Student's opinion about – whether they can add 4-digit numbers.

Opinion	Students	Percentage
Strongly Agree	33	55%
Agree	21	35%
Neutral	5	8.3%
Disagree	1	1.7%
Strongly Disagree	0	0%

Figure 21: Shows graphical representation of Students' opinion about – they can add 4-digit numbers.

Analysis: It is observed that 33 students are they can add 4-digit numbers, while 21 agree, 5 neutral, 1 disagree and 0 strongly disagree, so most of Students i.e., 90% (including strongly agree and agree) say they can add 4-digit numbers.

Interpretation: Thus, from the above statistics, it is clear that they can add 4-digit numbers.

Statement 22: I can draw the geometrical shapes with free hand.

Table 22: Shows the statistics of Upper-primary School Student's opinion about – whether they can draw the geometrical shapes with free hand.

Opinion	Students	Percentage
Strongly Agree	23	38.3%
Agree	21	35%
Neutral	10	16.7%
Disagree	6	10%
Strongly Disagree	0	0%

Figure 22: Shows graphical representation of Students' opinion about – they can draw the geometrical shapes with free hand.

Analysis: It is observed that 23 students are they can draw the geometrical shapes with free hand, while 21 agree, 10 neutral, 6 disagree and 0 strongly disagree, so most of Students i.e., 73% (including strongly agree and agree) say they can draw the geometrical shapes with free hand.
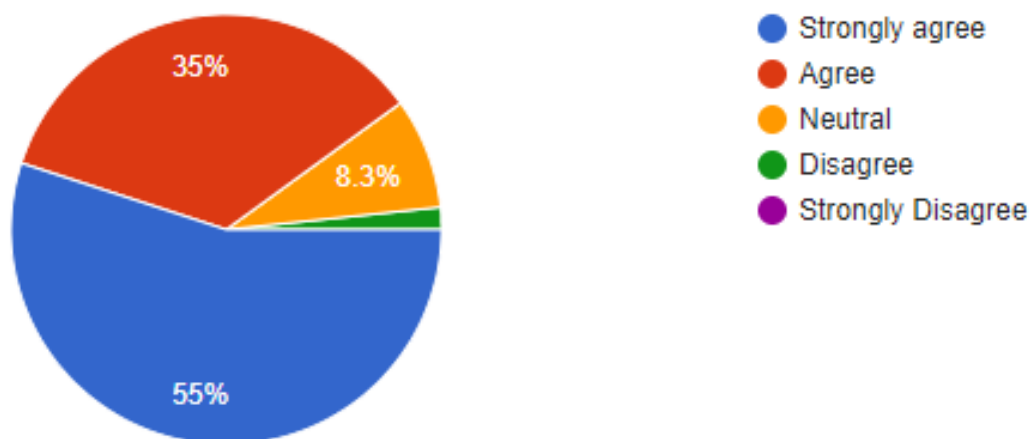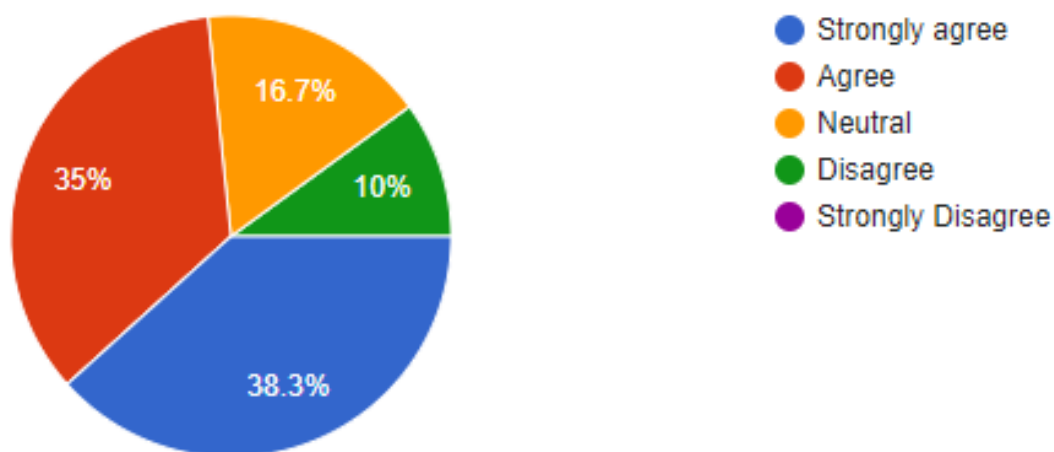
Interpretation: Thus, from the above statistics, it is clear that they can draw the geometrical shapes with free hand.

Statement 23: I can read Marathi fluently.

Table 23: Shows the statistics of Upper-primary School Student's opinion about – whether they can read Marathi fluently.

Opinion	Students	Percentage
Strongly Agree	12	20%
Agree	16	26.7%
Neutral	6	10%
Disagree	10	16.7%
Strongly Disagree	16	26.7%

Figure 23: Shows graphical representation of Students' opinion about – they can read Marathi fluently.
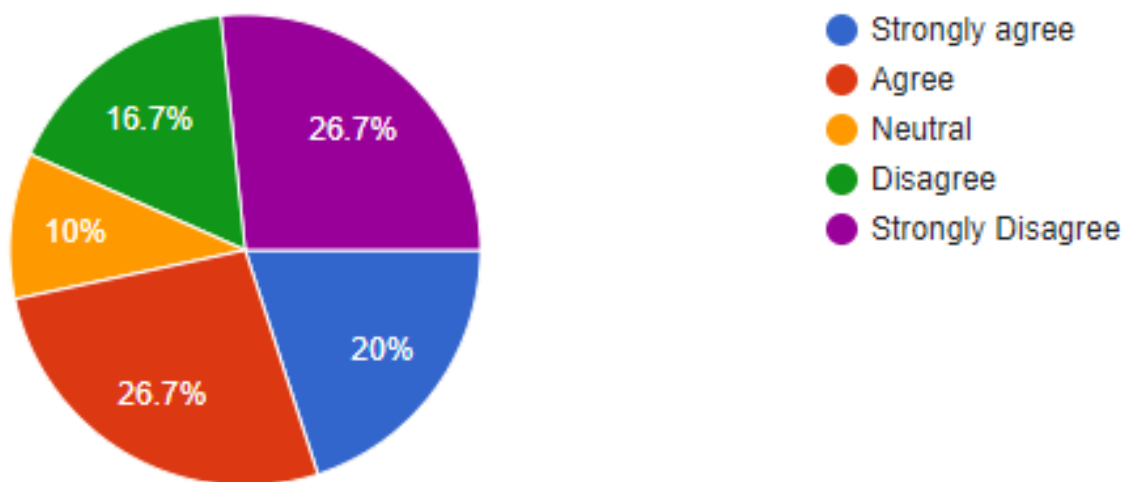
Analysis: It is observed that 12 students are they can draw the geometrical shapes with free hand, while 16 agree, 10 neutral, 10 disagree and 16 strongly disagree, so very less Students i.e., 46.7% (including strongly agree and agree) say they can read Marathi fluently.

Interpretation: Thus, from the above statistics, it is clear that they can't read Marathi fluently.

Statement 24: I don't feel confident reading in front of my classmates during lecture sessions.

Table 24: Shows the statistics of Upper-primary School Student's opinion about – whether they don't feel confident reading in front of my classmates during lecture sessions.

Opinion	Students	Percentage
Strongly Agree	2	3.3%
Agree	12	20%
Neutral	6	10%
Disagree	25	41.7%
Strongly Disagree	15	25%

Figure 24: Shows graphical representation of Students' opinion about – they don't feel confident reading in front of my classmates during lecture sessions.
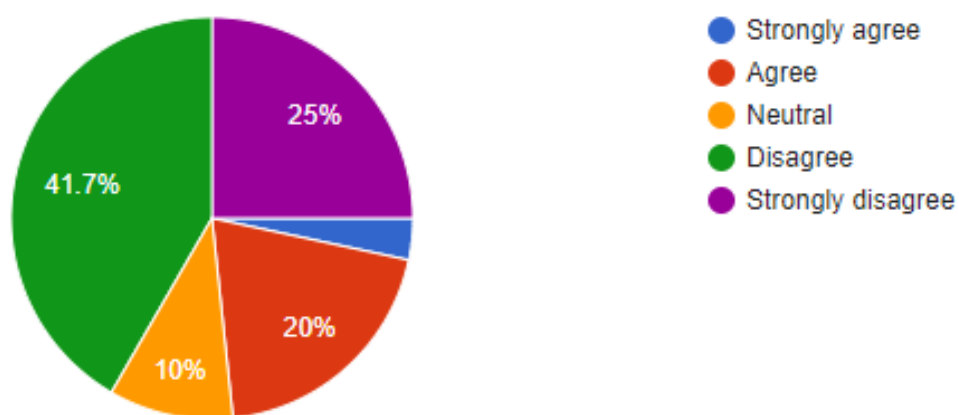
Analysis: It is observed that 2 students are they can draw they don't feel confident reading in front of my classmates during lecture sessions, while 12 agree, 6 neutral, 25 disagree and 15 strongly disagree, so very less Students i.e., 66.7% (including strongly disagree and disagree) say they do feel confident reading in front of my classmates during lecture sessions.

Interpretation: Thus, from the above statistics, it is clear that they do feel confident reading in front of my classmates during lecture sessions.

Statement 25: I face difficulties in acquiring basic addition, subtraction, division and multiplication.

Table 25: Shows the statistics of Upper-primary School Student's opinion about – whether they face difficulties in acquiring basic addition, subtraction, division and multiplication.

Opinion	Students	Percentage
Strongly Agree	5	8.3%
Agree	6	10%
Neutral	9	15%
Disagree	21	35%
Strongly Disagree	19	31.7%

Figure 25: Shows graphical representation of Students' opinion about – they face difficulties in acquiring basic addition, subtraction, division and multiplication.
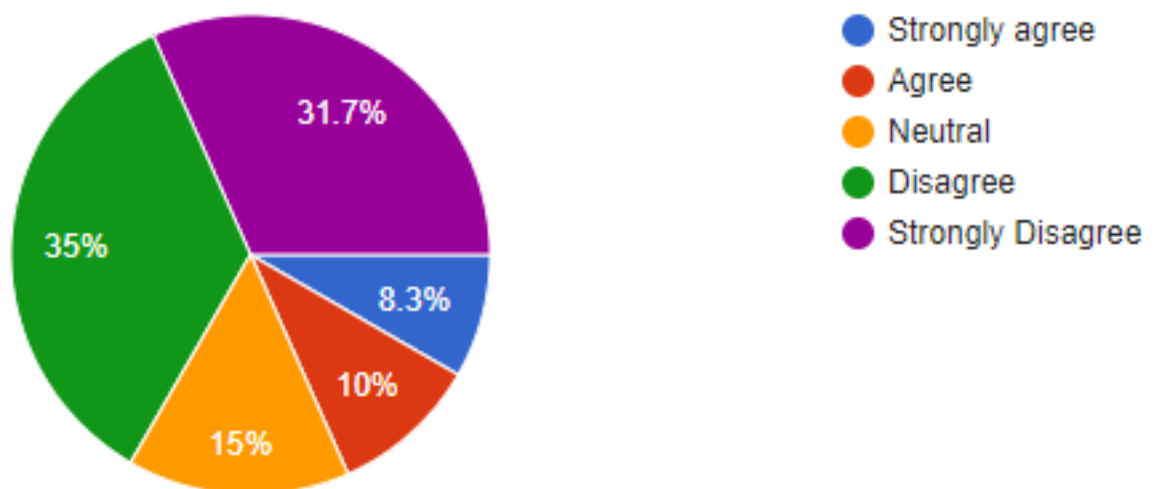
Analysis: It is observed that 5 students are they can draw they face difficulties in acquiring basic addition, subtraction, division and multiplication, while 6 agree, 9 neutral, 21 disagree and 19 strongly disagree, so very less Students i.e., 66.7% (including strongly disagree and disagree) say they face difficulties in acquiring basic addition, subtraction, division and multiplication.

Interpretation: Thus, from the above statistics, it is clear that they face difficulties in acquiring basic addition, subtraction, division and multiplication.

3.3 Final Overall Data Table

Statement	Strongly Agreed	Strongly Agreed %	Agreed	Agreed %	Neutral	Neutral %	Disagreed	Disagreed %	Strongly Disagreed	Strongly Disagreed %
1	15	25%	20	33.3 %	8	13.3 %	14	23.3 %	3	5%
2	20	33.3 %	23	38.33 %	8	13.3 %	2	3.3 %	2	3.3 %
3	24	40 %	23	38.33 %	7	11.7 %	5	8.3 %	1	1.17 %
4	25	41.7 %	23	38.3 %	9	15 %	3	5 %	0	0 %
5	17	28.3 %	22	36.7 %	15	25 %	3	5 %	3	5 %
6	23	38.3 %	17	28.3 %	9	15 %	6	10 %	5	8.3 %
7	9	15 %	17	28.3 %	12	20 %	6	10 %	16	26.7 %
8	23	38.3%	27	45 %	7	11.7 %	2	3.3%	1	1.7 %
9	9	15%	23	38.3 %	14	23.3 %	11	18.3%	3	5 %
10	9	15 %	14	23.3 %	12	20 %	20	33.3 %	5	8.3 %
11	22	36.7 %	28	46.7 %	4	6.7 %	5	8.3 %	1	1.7 %
12	18	30 %	23	38.3 %	3	5 %	13	21.7 %	3	5 %
13	13	21.7%	30	50%	11	18.3%	4	6.7%	2	3.3%
14	10	16.7%	28	46.7%	15	25%	5	8.3%	2	3.3%
15	25	41.7%	24	40%	5	8.3%	5	8.3%	1	1.7%
16	32	53.3%	22	36.7%	1	1.7%	3	5%	2	3.3%
17	20	33.3%	20	33.3%	11	18.3%	8	13.3%	1	1.7%
18	26	43.3%	23	38.3%	8	13.3%	3	5%	0	0%
19	13	21.7%	16	26.7%	8	13.3%	20	33.3%	3	5%
20	16	26.7%	29	48.3%	8	13.3%	7	11.7%	0	0%
21	33	55%	21	35%	5	8.3%	1	1.7%	0	0%
22	23	38.3%	21	35%	10	16.7%	6	10%	0	0%
23	12	20%	16	26.7%	6	10%	10	16.7%	16	26.7%
24	2	3.3%	12	20%	6	10%	25	41.7%	15	25%
25	5	8.3%	6	10%	9	15%	21	35%	19	31.7%

CHAPTER 4
CONCLUSION &
REMEDIES

4.1 Introduction

The findings section of the research paper is where you report the results of your study based upon the information gathered as a result of the methodology you applied. This section should simply state the results, without bias or interpretation, and arranged in a logical sequence. Findings should always be written in the past tense. Research findings can only confirm or reject the research problem underpinning your study. However, the act of articulating the findings helps you to understand the problem from within, to break it into pieces, and to view the research problem from various perspectives.

Remedies in research paper can be defined as a critical suggestion regarding the best course of action in a certain situation. The whole idea of a remedy is to provide a beneficial guide that will not only resolve certain issues, but result in a beneficial outcome. Remedies can be different and are heavily dependent on the situation that arose.

A conclusion is an important part of the paper; it provides closure for the reader while reminding the reader of the contents and importance of the paper. It accomplishes this by stepping back from the specifics in order to view the bigger picture of the document. In other words, it is reminding the reader of the main argument.

For most course papers, it is usually one paragraph that simply and succinctly restates the main ideas and arguments, pulling everything together to help clarify the thesis of the paper. A conclusion does not introduce new ideas; instead, it should clarify the intent and importance of the paper. It can also suggest possible future research on the topic.

4.2 Findings

- ➢ Most of Students i.e., 58.3% agreed that they prefer oral test over written test.
- ➢ Most of Students i.e., 71.6% agreed that they do practice at least one paragraph writing or story writing or letter writing in a week.
- ➢ Most of Students i.e., 78.3% agreed that they know how to write tally numbers.
- ➢ Most of Students i.e., 80 agreed that they can read Hindi fluently.
- ➢ Most of Students i.e., 65% agreed that they prefer one word answer type questions than long answer type questions.
- ➢ Most of students i.e., 46.6% agreed that they don't face difficulties with mental arithmetic.

- Most of Students i.e.,43.3% agreed that they can pronounce difficult words by using phonetics.
- Most of Students i.e., 83.3% agreed that they face difficulties with mental arithmetic.
- Most of Students i.e., 53.3% agreed that they read storybook every day.
- Most of Students i.e., 38.3% agreed that they do enjoy reading magazines.
- Most of Students i.e., 83.4% agreed that they can write 15-20 sentences on any given topic.
- Most of Students i.e., 68.3% agreed that they know how to write roman numbers till 50.
- Most of Students i.e., 71.7% agreed that they can effectively write under any topic in given time constraint.
- Most of Students i.e., 71.7% agreed say that they enjoy writing in my leisure time.
- Most of Students i.e., 81.7% agreed that they can do their school projects independently.
- Most of Students i.e., 90% agreed that they know how to draw a circle with a compass.
- Most of Students i.e., 66.6% agreed that they know tables upto 20.
- Most of Students i.e., 81.6% agreed that they can identify the neighbouring countries of India in a map.
- Most of Students i.e., 48.4% agreed that they read a newspaper every day.
- Most of Students i.e., 75% agreed that they can draw and label the scientific diagrams.
- Most of Students i.e., 90% agreed that they can add 4-digit numbers.
- Most of Students i.e., 73% agreed that they can draw the geometrical shapes with free hand.
- Most of Students i.e., 53.3% disagreed that they can read Marathi fluently.
- Most of Students i.e., 66.7% disagreed that they do feel confident reading in front of my classmates during lecture sessions.
- Most of students i.e., 66.7% disagreed that they face difficulties in acquiring basic addition, subtraction, division and multiplication.

4.3 Remedies

As students have suffered throughout the pandemic, so too has their learning. But schools as well as the teachers altogether worked really hard which resulted to this survey that there is not much learning gap occurred among the upper-primary students as a whole. But definitely few are there who are became the victim of this Covid-19 pandemic as they are facing learning gap. So as a teacher we must take some remedies so that we can eradicate the learning gap from these students as well.

- There should be Learning Gap assessment across the country covering each and every student which require immediate remedial action should be identified.
- Intensive bridge courses and accelerated learning programmes should be developed in consultation with experts in the field.
- Extra classes, curtailment of vacations, personalized coaching, parental engagement, peer- group and collaborative learning may be explored to help students, who are lagging and provide them personalized and dedicated attention.
- Specific instructional materials and worksheets, workbooks may be created to address the specific learning requirements of students.
- Special lectures can be conducted by the subject experts to elaborate on topics and explain difficult concepts to students.
- WhatsApp Groups comprising teachers/subject experts may be created for each class in schools to aid students in their learning, clarification of doubts/concepts, etc.
- Weekly assessment of digital learning outcomes to regularly assess the learning progress of students to enable them to course correct in case requisite targets are not achieved.
- Those who are lagging behind in particular area they can be provided extra classes after the school hour.
- Students can be asked to write a paragraph on every weekend and show it to the teacher on the next day.
- All the activities pertaining to develop the writing skill/ reading skill/ mathematical skill/ fine motor skill among the students should be conducted in the regular classroom.
- Further studies can be conducted to study the strategies adopted by the teachers to overcome the learning gap.

4.4 Conclusion:

The COVID-19 pandemic affected educational systems worldwide leading to the closure of schools, colleges, and Universities. The Indian education system also saw the largest disruption in history affecting nearly 32 crore students' population enrolled in various schools/colleges and Universities. The sudden closure left very little time for the system to prepare a strategy and transition to distance/digital learning. In several ways, the crisis exacerbated pre-existing education disparities for many of the most vulnerable children. This action research was conducted on upper-primary school students of CBSE board. The main purpose of this study is to analyze the learning gap occurred among the students in Covid-19 pandemic situation. In this situation, few students are facing learning gap. Students are trying to overcome this learning gap by reading story books or newspaper or writing a paragraph, practicing scientific diagram and geometrical shapes. It is observed in our study that students have not been affected by the learning gap during covid-19 due to the sudden shift from offline to online mode of learning. They are trying to cope up and are finding difficulties to get an acquaintance with variety of online resources those who are lagging behind due to learning gap. From our study we have observed that few students are not very much attracted towards online sessions, teachers are trying to make them attractive and engaging but students miss this physical presence of teacher so that few students are facing learning gaps in terms of reading, writing and fine motor skills .

APPENDIX

Questionnaire

Name of Student : _____

Grade and Section: _____

Name of School : _____

Instructions:

SA= Strongly Agree, A= Agree, N= Neutral, D= Disagree, SD= Strongly Disagree

Indicate your answer by putting a tick mark in the column of your choice.

Sr. No.	Statements	SA	A	N	D	SD
1.	I prefer oral test over written test.					
2.	I do practice atleast one paragraph writing or story writing or letter writing in a week.					
3.	I know how to write tally numbers.					
4.	I read Hindi fluently.					
5.	I prefer one word answer type questions than long answer type questions.					
6.	I face difficulties with mental arithmetic.					
7.	I can pronounce difficult words by using phonetics.					
8.	I do enjoy creative writing.					
9.	I read storybook everyday.					
10.	I enjoy reading magazines.					
11.	I can write 15-20 sentences on any given topic.					
12.	I know how to write roman numbers till 50.					
13.	I can effectively write under any topic in given time constraint.					
14.	I enjoy writing in my leisure time.					
15.	I can do my school projects independently.					
16.	I know how to draw a circle with a compass.					
17.	I know tables upto 20.					
18.	I can identify the neighbouring countries of India in a map.					
19.	I read a newspaper everyday.					
20.	I can draw and label the scientific diagrams.					
21.	I can add 4-digit numbers.					
22.	I can draw the geometrical shapes with free hand.					
23.	I can read Marathi fluently.					

24.	I don't feel confident reading in front of my classmates during lecture sessions.					
25.	I face difficulties in acquiring basic addition, subtraction, division and multiplication.					

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