

REPORT
ON
Study to Assess The Impact On Mental Health And Emotional Well-Being Of Students Across Schools In Delhi Due To Closure Of Schools On Account Of Covid-19 And Shift To Online Education System

Prepared by
Institute of Social Studies Trust



Conducted by
Planning Department
in collaboration with
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EXECUTIVE SUMMARY

This study, initiated by the Planning Department in collaboration with the Directorate of Education, Government of NCT of Delhi (GNCTD) aimed to assess the impact of school closure and shift to online classes on the mental and emotional well-being of students across schools in Delhi.

A total of 9087 Students, 1753 parents and 1772 teachers were surveyed from Schools across 28 zones in Delhi. Further, school(s) were identified from the areas like JJ clusters/resettlement colonies/unauthorized colonies/Government colonies/rural-urban etc. from both shifts i.e., Girls and Boys schools, so that selected students for the survey were representative of different social & economical background. 73.5 percent of the respondents came from government schools while the remaining 26.5 percent were associated with government aided schools, and unaided private schools. The sample of students was subdivided into three class groups – classes I-V, classes VI – VIII and classes IX-XII. The data was collected digitally using a professional software. The data for students and teachers were collected within school premises. Parent's data were collected from their homes. The data collection was done during the month of April 2022.

The findings of this study clearly indicate that

- Majority of student and parent respondents of the study came from low-income households which suffered from major job loss and crunch in terms of space and resources. While the impact of the Covid-19 pandemic in terms of health and illness was limited, the socio-economic crisis caused by it impacted these families severely.
- School closure and shift to online classes was found to be challenging for all, students, parents as well as teachers. While significant proportion of respondents from each group adapted to it and was able to support the continuity of learning and education, they all preferred physical schooling over online classes.
- Main concerns in terms of online classes included, lack of full access to device, poor or limited internet connectivity, difficulty in understanding concepts, clarify doubts, and inability to attend and be regular with classes at all times.
- Teachers specifically indicated sense of burn out, increased screen time, grave impact on academic performance of students as negative fallouts of online teaching. However, increase in parental involvement during this period has been highlighted as a positive outcome of this shift to online classes.
- Significant proportion of students across class groups could not attend online classes during this period. There is a fear that due to the loss in learning that they have suffered, they may permanently fall out of the education system. To prevent this steps need to be taken urgently and proactively/
- Significant behavioural changes were also observed in students in terms of routine and attitude. Students across class groups but specifically from class of IX-XII also reported increased in stress due to studies and exams. However, majority students reported getting a lot of support from teachers, parents and siblings during this period. High proportion of parents also reported helping their wards in class I-V with their studies.

- Hence, while students reported being cheerful and motivated at most times, sense of frustration, anxiety and anger was also found to be high across all class groups.

This study has brought out various facets of the emotional well being and mental health of students, parents and teachers. Some factors like the socioeconomic conditions cannot be addressed directly by the education system, but these realities can be taken into account through activities designed under the Happiness Curriculum. Some specific recommendations of this study are:

- Students can be encouraged to speak about their lives and become more open and accepting of their emotions and the experiences they have gone through during this difficult period. This can be done by creation of safe spaces within class rooms through circle time, story sharing and role plays. This would help them to become more reflective and empathetic about themselves and their peers.
- The most important theme emerging is managing the learning loss and bringing back routine to the learning process. Students who may have fallen out of the education system need to be identified and brought back through appropriate bridging classes and support groups.
- While access to smart phone and internet became compulsory for education, it would be critical to create more awareness amongst students to understand the negative repercussions of being online. Specific session needs to be conducted with them and their parents to create awareness around usage of social media and the internet in informed ways.
- Teachers have played an essential role in providing support and ensuring continuation of education for all students. Their efforts must be appreciated and rewarded in order to keep them motivated for future crisis situations. They also must be provided with appropriate trainings to enhance technological capabilities so that more innovative ways can be thought of in advance for any future pandemic like situation.
- Bereavement due to Covid is reported by few students, parents or teachers. Dealing with grief, stress and anxiety of uncertainties should be introduced as part of the Happiness Curriculum.
- Even though majority parents and students stated that there was no increase in conflict and tension within their households, one needs to acknowledge that surveys are not the best methods to probe and discuss issues linked to family dynamics. More research which adopts methods of qualitative and participatory research should be conducted to understand what kind of changes took place within families and how it impacted young children in terms of their emotional well-being.
- In order to shift gender roles to bring about greater equality between boys and girls and men and women, the socialization and messages that get passed through schools and media play a very important role. Hence, teachers should be provided with appropriate training to enable them to take on issues of gender differences with students and encourage them to challenge gender stereotypes.
- Teachers should be supported to address their emotional well being and mental health, through workshops and by streamlining their work hours

CHAPTER 1- INTRODUCTION

1.1 BACKGROUND

Across the globe, no one was prepared for what was to come in the wake of the COVID 19 pandemic. It required everyone to adapt to a very different way of living. While adaptability is seen as a positive trait, dealing with difficult situations whether as a consequence of tough living conditions such as chronic poverty or due to sudden changes and trauma such as the one brought on due to the pandemic, causes mental stress. In recent times there is greater recognition to identify and address issues of mental health in order to achieve outcomes of health and well-being.

Similarly, there is increasing recognition of mental and emotional factors on educational outcomes for children. There is a movement that seeks to move beyond defining cognitive outcomes and include the socio-emotional learning outcomes for holistic education. There is increased understanding that emotional wellbeing among children is critical for achieving full potential through the schooling years.

The declaration of a pandemic implied that the human society is faced with a disease that does not have a proven cure and hence the spread of the disease has to be arrested by reducing human-to-human contact. Mobility has to be restricted by calling for complete lockdowns. All establishments, including schools, had to be shut down. UNICEF reports¹ that 188 countries imposed countrywide school closures during the pandemic, affecting more than 1.6 billion children and youth. Furthermore, around 214 million children globally – or 1 in 7 – have missed more than three-quarters of their in-person learning (UNICEF, 2022). At the end of over two years of living through the pandemic, it is important to study the impact of COVID -19 on the learning outcomes of school-going children.

Studies across the world have clearly indicated that school closures have a significant negative impact on the learning levels of children, with children from disadvantaged backgrounds being affected more severely. (Kuhfeld, M., , Soland, J., Tarasawa, B., & Jhonson, A., 2020) Even prior to the pandemic, however, children’s learning was in crisis in several countries and the pandemic has only sharpened these inequities, hitting schoolchildren in poorer countries particularly hard.² Globally, many schools lack the resources to invest in digital learning, and many children from poorer households do not have internet access. Even short disruptions in children’s schooling can have long-lasting negative impacts due to above-mentioned factors and the lack of structured programmes for catching up.

¹ Retrieved from <https://data.unicef.org/covid-19-and-children/>

² Kuhfeld, M., , Soland, J., Tarasawa, B., & Jhonson, A. (2020, May). *Estimates of Learning Loss in the 2019-2020 School Year*. . Retrieved from Retrieved from Stanford University, Retrieved from Annenberg Institute at Brown University: <https://credo.stanford.edu/si>

By late 2020, school children in the poorest countries had already lost nearly four months of schooling since the start of the pandemic, compared to six weeks in high-income countries. UNICEF Director of Education, Robert Jenkins said in 2021, “*The COVID-19 pandemic shut down schools across the world, disrupting education for 1.6 billion students at its peak, and exacerbated the gender divide. In some countries, we’re seeing greater learning losses among girls and an increase in their risk of facing child labor, gender-based violence, early marriage, and pregnancy*” (World Bank, 2021)³.

It is a grim situation and efforts to address the challenges of children’s education would therefore have to take into account not just cognitive and emotional aspects, but also the normative gender and social discriminations that persist in the society.

1.2 COVID AND STUDENT LEARNING:

India has come a long way in terms of its educational achievements in the past decades. However, the drop in the SDG index of quality education by one point from 58 in 2019 to 57 in 2020 could be attributed in large part to the impact of the COVID pandemic. In India, school closures have affected 320 million students⁴ (UNESCO, 2020a). Even as a variety of mediums were used to offer remote learning through Radio, Television, SMS/IVRS (Interactive Voice Response System), Mobile Apps, web-based portals and printed books, only 37.6 million children across 16 states were continuing education in 2020.⁵ (CBGA & CRY, 2020). As schools reopen it would remain to be seen how many children re-join the schools. A survey by Save the Children during the pandemic reports the discontinuation of children's education in 62 percent of the surveyed households with 67 percent in rural and 55 percent in urban areas, respectively⁶ (Save the Children, 2022)

Of those children who were able to join online classes, only a few studies are available on the impact of specific learning losses. One such study conducted in January 2021 by Azim Premji University, covered 16067 children in 1137 public schools in 44 districts across 5 states in India. It focused on the assessment of four specific abilities each in language and mathematics, across classes 2-6. In terms of the impact on the language it was found that 92percent of children on an average have lost at least one specific language ability (out of abilities such as describing a picture or their experiences orally; reading familiar words; reading with comprehension; writing simple sentences based on a picture) from the previous year across all classes. In terms of impact on maths ability, 82 percent of children on an average had lost at least one specific mathematical ability (out of abilities such as identifying single- and two-digit

³ World Bank. (2021, December). <https://www.worldbank.org/en/news/press-release/2021/12/06/learning-losses-from-covid-19-could-cost-this-generation-of-students-close-to-17-trillion-in-lifetime-earnings>.

⁴ UNESCO. (2020a). *COVID-19 Educational Disruption*. Retrieved from <https://en.unesco.org/>

⁵ CBGA & CRY. (2020). *Impact of COVID-19 on School Education in India: What are the Budgetary Implications?*

⁶ Save the Children. (2022, May 28). <https://support.savethechildren.in/QuarterlyBulletinIssue-5/>. Retrieved from Save the Children: <https://support.savethechildren.in/QuarterlyBulletinIssue-5/>

numbers; performing arithmetic operations; using basic arithmetic operations for solving problems; describing 2D/3D shapes; reading and drawing inferences from data) from the previous year across all classes.⁷ (Research Group, & Azim Premji Foundation, 2021)

Unless drastic remedial action is taken as schools have reopened, such effects will likely create a substantial setback to the goal of halving the percentage of learning poor by 2030.⁸ (World Bank, 2021)

1.3 IMPACT OF COVID -19 ON MENTAL HEALTH OF STUDENTS:

With increased awareness of the emotional and mental well-being of students, there have been a few studies conducted in different countries. These studies indicate that young children and adolescents experienced a greater impact on emotional and social development due to the lockdown and various measures implemented by governments, compared to that of the grown-ups. These studies also show that children experienced disturbed sleep, nightmares, poor appetite, agitation, inattention and separation-related anxiety⁹. (Jiao W.Y, et al., 2020)

A review of 112 peer-reviewed articles appearing between Jan to June 2020 on mental health and children and adolescents, undertaken by 5 independent researchers concluded that home confinement of children and adolescents is associated with uncertainty and anxiety which is attributable to disruption in their education, physical activities and opportunities for socialization and that absence of structured setting of the school for a long duration result in disruption in routine, boredom and lack of innovative ideas for engaging in various academic and extracurricular activities.¹⁰ (Singh, S., Roy, D., Sinha, K., Parveen, S., & Sharma, 2020)

Findings of a rapid survey undertaken in six states of India covering over 6000 respondents (adolescents, parents and teachers) by UNICEF indicates that 33percent of 5-13 year-olds and 50 percent of 14–18 year-olds reported poor or very poor mental health¹¹. (UNICEF, 2021)

Understanding the impact of COVID-19 on children's education and well-being is critical to developing strategies to address the challenges at multiple levels. Like everywhere, the schools of Delhi had to be shut for over a year due to the coronavirus pandemic. The Government of

⁷ Research Group, , & Azim Premji Foundation. (2021). *Loss of Learning during the Pandemic; Field Studies*. Bangalore: Azim Premji Foundation.

⁸ World Bank. (2021, December). <https://www.worldbank.org/en/news/press-release/2021/12/06/learning-losses-from-covid-19-could-cost-this-generation-of-students-close-to-17-trillion-in-lifetime-earnings>.

⁹ Jiao W.Y, Wang L.N., Fang S.F., Jiao F.Y. , Pettoello - Mantovani M., & Somekh R. (2020). Behavioural and Emotional Disorders in Children during the COVID epidemic. *j. Pediatr*, 50022-347 (20) 30336-X/j.peds.2020.03.013. *Pubmed*.

¹⁰ Singh, S., Roy, D., Sinha, K., Parveen, S., & Sharma. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry Res*. 2020 Nov; 293: 113429.

¹¹ UNICEF. (2021). *Rapid Assessment of Learning During School Closures in the Context of COVID-19*. Delhi: UNICEF

Delhi introduced the Happiness Curriculum to respond to the socio-emotional learning needs in all its schools prior to the Pandemic. Soon after the schools reopened, the government took a proactive step to understand the impact of COVID-19 on the emotional and mental wellbeing of children by initiating a study in March 2022 that covered students from class 1 to 12, parents and teachers and the report aims to analyse the same.

1.4 HAPPINESS CURRICULUM:

The Delhi Government launched the Happiness Curriculum in all Government schools of NCT of Delhi for classes Nursery to VIII on July 2, 2018 and was inaugurated by His Holiness the 14th Dalai Lama.

The first period everyday of all the classes mentioned above, is the “Happiness period” that begins with a few minutes of mindfulness practice, followed by a mindfulness activity, story activity, expression activity and reflective discussions as per schedule for each day. Each child is given a chance to reflect and express their thoughts about the story or activity. The Happiness Curriculum was designed over a period of six months, by a team of education consultants, Teachers, Teacher Educators, Mentor Teachers from the Delhi Government, NGOs and individuals. The Happiness Curriculum has been in practice for about 18 months prior to the onset of the COVID -19 pandemic.

The objectives of the happiness curriculum are as follows:

- To develop self-awareness and mindfulness amongst learners
- To inculcate skills of critical thinking and inquiry in the learners
- To enable learners to communicate effectively and express themselves freely and creatively
- To enable learners to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers and teachers
- To enable learners to apply life skills to deal with stressful and conflicting situations around them
- To develop social awareness and human values in learners to engage in meaningful contributions in society
- To develop a holistic approach to education in a universal context

The new curriculum is based on human-centric education which includes meditation, value education and mental exercises. The entire curriculum is purely activity-based.

During the period of school closure and shift to online classes, under the happiness curriculum, the following initiatives were undertaken:

- IVR (Interactive Voice Response) messages were sent in three cohorts (Nursery-2nd; 3rd-5th; 6th-8th) for mindfulness, stories and activities.

- Integrated Happiness worksheet with other subjects questions were sent to the students in similar cohorts.
- Youtube live mindfulness and stories sessions were done during lockdown for the students and parents to participate in the Happiness classes.
- Teachers had taken voluntary online Happiness classes for their respective grades. However, it was not mandated for every teacher to take Happiness classes.

1.5 RATIONALE OF THE STUDY:

Online classes or remote learning through notes and worksheets started between April to June 2021 and the schools were reopened for physical classes in February 2022. The Govt of Delhi, the Education Department and the Planning Department were acutely aware that stay-at-home measures and prolonged lockdowns have brought about major changes in the lives of parents, teachers, and students. The pandemic had exacerbated learning loss and adversely impacted the health and well-being of students. Teachers were compelled to adapt to the digital mode of teaching and devise new methods of assessments. The Delhi government provided training to teachers to conduct online classes and used social media platforms to conduct happiness classes. Parents and students were also sent daily happiness activities through text messages and voice response (IVR) calls.

The Government of Delhi set out to generate evidence through this study on the impact of the pandemic on students and teachers to recognize their needs and meet their expectations as schools reopen in an endeavor to assess the extent to which the programmes put in place were effective and to prepare to meet the challenges that still remain.

1.6 OBJECTIVE OF STUDY:

The broad objective of this study is **to assess the impact of school closure due to COVID-19 pandemic and the shift to the online education system on mental health and emotional well-being of students across schools in Delhi**. This is assessed through surveys conducted with students of three class groups of classes I – V, classes VI to VII and classes of IX – XII along with teachers as well as parents.

1.7 ORGANISATION OF THE REPORT

The report is organised to offer insights into the key objectives. Chapter 2 gives **the methodology** adopted for the study. The study design was set jointly by the Planning Department and the Directorate of Education, GNCTD. This chapter gives an overview of the sampling design, schedules, inputs received from the ethics committee and the limitations of the study.

Chapter 3 offers the **findings of the study** which follows the sections as per the objectives. The first section presents the data on each of the class groupings. Each of the class wise section discusses the overall profile of the sample actually covered, followed by a section that offers an understanding of the socio-economic background which is derived from the kinds of work their parents do and through recording the kind of residence they live in. The type of residence records the number of rooms they have in their homes. This is understood as a proxy of the socio-economic status when it is combined with the number of family members living in the house. The findings are then presented on the students experience of various aspects of mental and emotional well-being of students. As the study sample covered schools under different kinds of management – government, aided and private, the findings wherever possible have differentiated this data.

The next subsection covers parents' experiences of their children's mental and emotional wellbeing. The study sought to look at the socio-economic status of the parents by recording their occupations. Both mothers and fathers have been covered in the sample. The profile on work indicates who in the family does the unpaid care work. Finally the parents have been asked to look at behaviour changes they saw in the specific child that the study had pre identified.

The final subsection of chapter 3 covers school teachers' experience of shifting to the online mode of teaching and their perception of the impact of the school closure and online classes on the students they taught. It also offers insights into their living conditions and experiences as they were working from home to manage the online classes.

Chapter 4 presents a **combined analysis** of the findings along the significant themes of the study, the socio economic background of the respondents, the impact on schooling, impact on emotional well being and mental health and the impact on teachers. This section seeks to provide a holistic view of the impact of school closure and online classes from the perspectives of students and parents.

Chapter 5 presents the **recommendations** for further action.

CHAPTER 2- METHODOLOGY

2.1 SAMPLING FRAMEWORK:

The study was designed to assess the emotional well-being and mental health on the diverse set of students across gender, age group, different classes and social and economic backgrounds. This would provide an insight into how students from different backgrounds responded, adapted and handled the COVID-19 pandemic. Therefore, the study was designed to cover students of Class I to XII as well as parents and teachers through quantitative surveys from 28 education zones of Delhi¹². Majority of the sample was drawn from government-run schools, and some of the samples were also drawn from government-aided and private schools. The students, parents and teachers were surveyed under the following categories as decided by the Planning Department and Directorate of Education, GNCTD:

- i. Group I - Class I to V
- ii. Group II - Class VI to VIII
- iii. Group III - Class IX to XII

It maybe noted that teachers and parents need not be related to the students selected for the survey.

The sample data of students, teachers and parents were provided by Government which was drawn in consultation with Administrative Department. As stated in the request for proposal for this study, there were 44.80 lakh Students enrolled in Delhi during 2020-21. A total of 8400 Students, 1680 parents and 1680 teachers were to be surveyed for Schools across 28 zones in Delhi. Further, school(s) were identified from the areas like JJ Clusters/resettlement colonies/unauthorized colonies/Government colonies/rural-urban etc. from both shifts i.e., Girls and Boys schools, so that selected students for the survey were representative of different social & economical background with a special emphasis on children coming for low incoe and marginalized sections. The 28 education zones are spread across all geographical boundaries of Delhi. The distribution of the sample was based on the class-wise group are mentioned in Table 1.

TABLE 1: SAMPLE DISTRIBUTION – PLANNED AND ACTUAL

Groups/Category	Students	Teachers	Parents	Total
I - Class I to V	100	20	20	140
II - Class VI to VIII	100	20	20	140
III- Class IX to XII	100	20	20	140
Total from each zone	300	60	60	420
Total Planned sample from 28 zones	8400	1680	1680	11760
Total Sample Actually covered	9087	1770¹³	1753	12612

¹² 1 zone (Zone 26) out of total 29 zones was excluded from the study due to inadequate sample availability.

¹³ 2 teachers refused to state the classes they taught and that's why total number of teachers across classes is 1770 while the total teachers surveyed during the study is 1772.

The actual sample covered is higher in all categories to account for possible removal during the data cleaning process. The Government provided zone-wise list of schools having unique IDs and also specifically marked the student group to be covered in each of the schools. For example, even if a school listed in the sample had classes from 1 to 8, the department had indicated that only students from class 1 to 5 are to be covered. The schools listed in the sample were randomly selected. The students and teachers were to be randomly selected based on those who were present at the time of the survey. The Education Department had issued circulars to the schools informing them about the survey and introducing ISST to elicit their cooperation. Meetings were held with the Deputy Directors Education (DDE) posted in the district covering all the selected zones, to orient them about the survey and to ensure that the respective heads of the schools would cooperate and facilitate the survey process.

The spirit of taking consent was followed using multiple means, forms sent to parents, from teachers and from the students themselves as recorded before the survey.

The data was collected digitally using Survey CTO – the data collection app. The data for students and teachers were collected within school premises. Parent’s data were collected from their homes.

2.2 SCHEDULES:

Separate questionnaires were designed for each of the above-mentioned group for students (Class I to V; VI to VIII and IX to XII) by the Directorate of Education in consultation with the Planning Department. However, the questionnaires for teachers and parents did not vary across groups. There were a few modifications done by ISST to incorporate the socio-economic profiling of the sample, to record if any bereavement had occurred due to COVID and the work profile of the adults. Another set of changes was incorporated following the insights and feedback received after the Pilot phase. The final schedules were translated into Hindi, which were canvassed to the randomly selected Students, parents and teachers. Please refer to the Annexure 1, 2 for the tools used for student Class I to V and VI to XII and Annexure 3 and 4 for parents and teachers respectively. The Corresponding Hindi tools are presented in Annexure 5 to Annexure 8.

2.3 ETHICS COMMITTEE:

ISST’s Ethics Committee for the study, which includes experts with extensive experience in promoting child rights, conducting research studies related to education and working with the government. reviewed the schedules and the proposed method of data collection. Their suggestions were taken on board at the time of finalising the schedules for the study.

2.4 TRAINING AND DATA COLLECTION

Training for both supervisors and surveyors was conducted over two sessions;

- ❖ 28th March 2022 – Objective of the Survey, Explanation of the tools of the survey, Choosing the sample, and introduction to the professional software for conducting the survey.
- ❖ 1st April 2022 -Training on soft skills, communication skills, dealing with field-level challenges

The Pilot survey was conducted on 29th March 2022, where 10 teams comprising of 3 surveyors and one supervisor/manager went to 10 schools and two teams covered parents. Representatives from the government and ISST also joined the teams at the field level.

Data collection started on 8th April 2022 and ended on 27th April 2022.

2.5 LIMITATIONS OF THE STUDY

The survey for the study was to be conducted under a very tight timeline of 30 days. The plan was that each surveyor would conduct about 15 surveys per day. Sometimes however, access to schools was delayed to administrative reasons.

The actual number of days of data collection thus, came down to 20 days. Many schools had stopped classes for X and XII standard students as they were on preparation leave for their board exams and some schools were on a break. Further, the time during which the schools were in operation was greatly reduced as the schools were scheduled to run Mission Buniyaad classes which started from 7.00 a.m. to 9.00 a.m. Thus, instead of the assumed 5 hours when students were to be available at school in a given shift, they were available only for 2 hours. This meant that by the time the surveyor finished with interviews in one school, they would not be able to reach the next school to be covered in the same shift.

In order to overcome these challenges and yet cover the required sample, the study team asked the surveyors to cover additional groups of students wherever they got access to the schools.

The other limitation of the study was of recall period. The schools remained physically closed through 2020 and a significant part of 2021. While the study was conducted in April 2022, it sought to cover the impact of closure through March 2020 and the online classes that were conducted through 2021. One can expect that there could be some recall issues while responding to the questions. For instance there are questions that seek to identify the social economic impact of the the pandemic on the families and one of the questions is regarding job loss or income loss. The job loss or income loss may have been more pronounced during 2020

and there could have been full or partial recovery of jobs and incomes. However, the tools do not distinguish the period and is likely to reflect the situation that is currently prevalent.

CHAPTER 3- SURVEY FINDINGS

The onset of the pandemic and the subsequent lockdown led to closure of all educational institutions across the country. Schools, teachers and students, all were expected to shift almost overnight to online class mode, which has been unheard of specifically in the arena of school education. Schools provide a space for not only learning but also of building life skills, forging relationships and enhancing personalities. However, the stringent requirement for controlling the pandemic meant that children were shut inside their houses and schools and teachers were expected to shift to the alternative mechanism of online classes to ensure that some form of teaching and learning continues. The Delhi government schools also shifted to online mode of teaching through zoom classes and provided material to students over Whatsapp and email. However, the challenges were many. To understand this more, the survey incorporated questions for student, teacher and parent respondents of the study around schooling during the pandemic and the impact that the school closure and shift to online classes had on the mental well-being of the students.

This section attempts to detail out the findings separately from surveys conducted with students, parents and teachers.

3.1 FINDINGS FROM THE SURVEY CONDUCTED WITH STUDENTS

The survey was conducted separately for all class groups of class I-V, VI-VIII and IX-XII. The actual number of students surveyed from each class group is presented below

Class Group	Actual No. Of Student Respondents	Percentage of Student Respondents
Class I-V	2956	33%
Class VI-VIII	2961	33%
Class IX-XII	3170	35%
Total	9087	100%

This section presents data collected from each class group in separate subsections outlining the

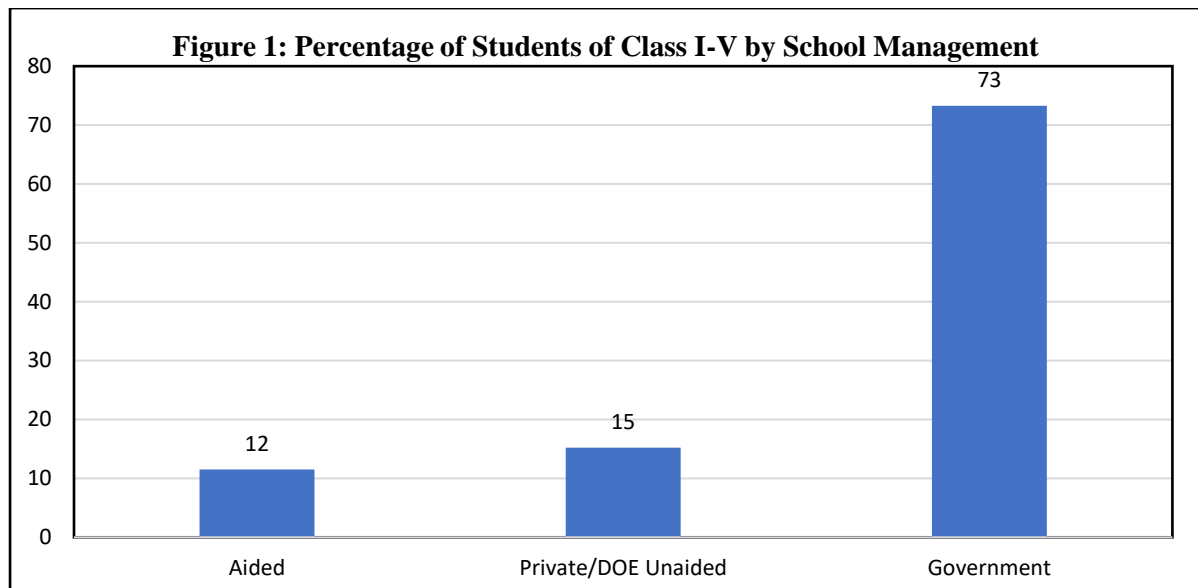
- Profile of the students who participated in the survey
- The challenges they suffered due to school closure and shift to online classes and,
- The impact that this had on their mental and emotional well-being.

3.1.1 FINDINGS FROM THE SURVEY CONDUCTED WITH STUDENTS OF CLASS I-V

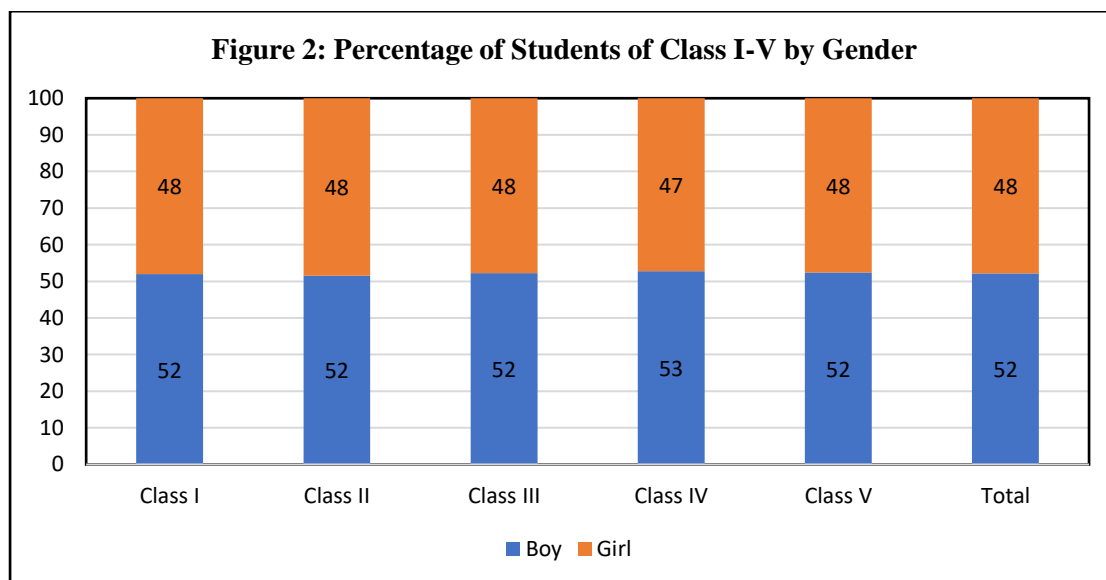
PROFILE OF STUDENTS OF CLASS I-V

Out of the total students (2956) of class I-V surveyed for the study, 73 percent (2165) were from the government schools, 15 percent (450) from private schools and 12 percent (341) from government aided schools (Figure 1). This was as per the sampling structure provided by the

Planning Department for the schools that they had already sampled and given to the survey team.



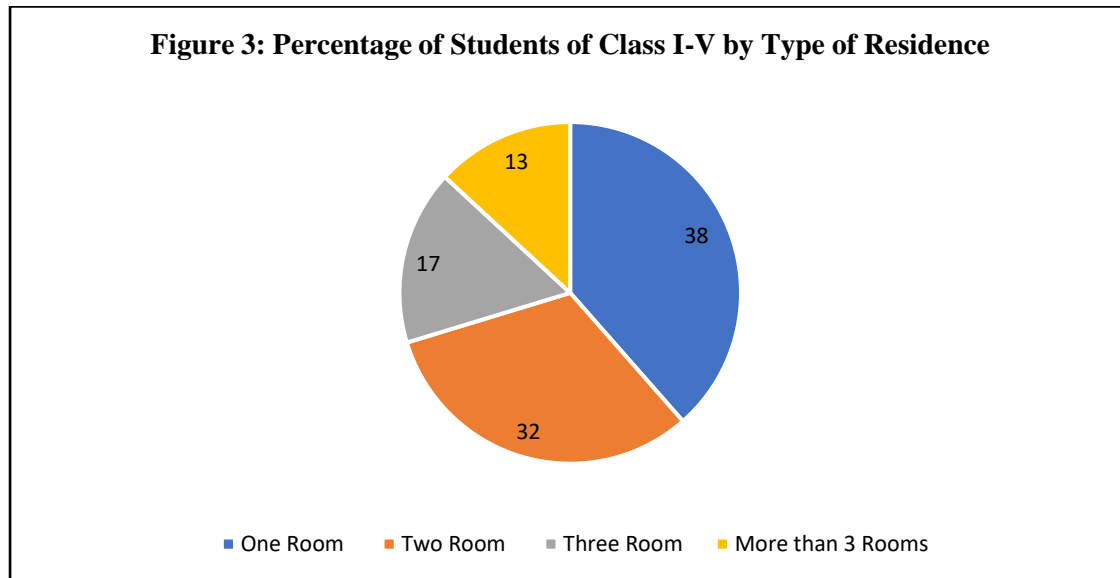
Across schools and classes, parity between boys and girls was also maintained. Figure 2 shows that class I to class V, percentage of boys and girls was almost at par with percentage of girls covered standing at 48percent and boys covered at 52percent. This was again as per the instructions provided by the department which had carefully charted a sampling design for each school to ensure that both boys and girls are included at par in the survey.



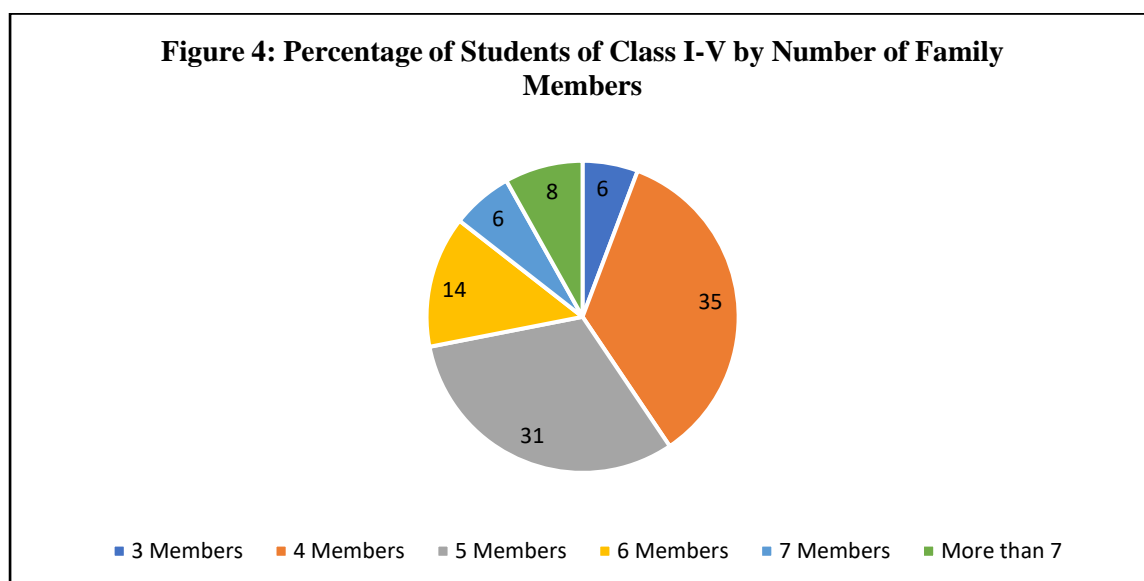
In order to get an understanding on the social and economic profile of the households of the students respondents, the survey also incorporated questions on type of residence, number of family members and number of siblings. This was done keeping in mind the covid pandemic norms which required children and family members to stay inside homes at all times to prevent the spread of the disease. The survey thus wanted to ascertain the space that the families had

inside their houses and the challenge that this may have portrayed for the students in terms of learning and attending online classes.

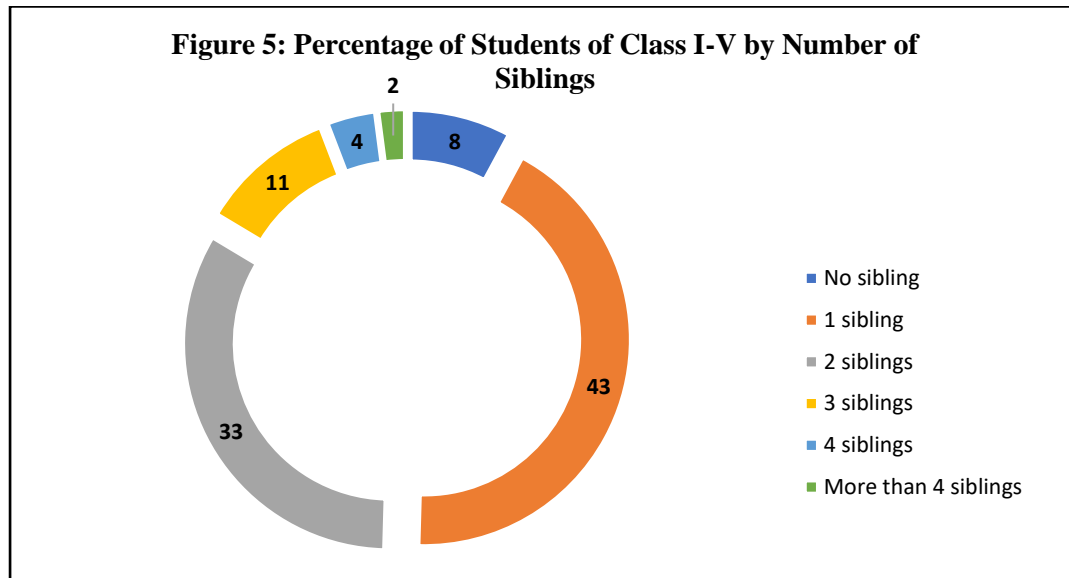
The survey revealed that in terms of type of residence, majority of students of class I-V stayed in either one room houses (38percent) or two room houses (32percent). Only 13percent of the respondents in this group stated that they their residence had more than three rooms (Figure 3).



When this data on type of residence is juxtaposed with data on number of family members in each of their households, it provides a grim picture in terms of quality of space that families had as it was seen that 31percent students had 5 members in their household, 14percent had 6 members 6percent had 7 members and about 8percent stated that they had more than 7 members in their household (Figure 4)



In terms of number of siblings, it was seen that 8percent students were the only child in the family, 43percent of the respondents had one sibling and 33percent had two siblings. Around 17percent of them had more than two siblings, of which 4percent had four siblings and 2percent had more than four siblings (Figure 5). Thus, clearly majority of the students in this group and their families suffered from space crunch, which became more challenging as the covid norms prevented them from moving out of their home spaces.



Student respondents were asked question regarding their parent’s occupation to ascertain the economic profile of the families. As stated earlier the impact of covid has been harder on families living in the lower bands of economic strata. This data has been bifurcated as per the type of school the student respondent attended and is given below in Table 2.

Table 2: Occupation of father and Mother of Students of class I-V by School Management

Occupation	Occupation Category	Father's Occupation			Mother's Occupation		
		Govt	Aided	Pvt.	Govt	Aided	Pvt.
Casual Work	Daily Wage Labourers	7	8	4	2	1	1
	Driver	13	12	2	0	0	0
	Security Worker	5	5	2	0	0	0
	Domestic Worker	8	3	4	7	6	2
	Support Staff (Peon/Cleaner etc.)	14	13	8	2	4	2
	Delivery, Packaging	4	3	2	0	0	0
	Gardener	1	1	0	0	0	0
Petty Business	Thela/Road Side Stall	22	19	16	3	1	1
Big Business/ Self-Employed	Shop/Factory Owner	5	6	15	1	0	0
Basic Professionals	Associates/data entry operators/teachers	7	12	21	1	5	9
High profile Professionals	Doctors, Lawyers, Engineers, Bankers	2	5	14	1	1	4
Homemaker	Engaged in unpaid domestic/household chores	0	1	0			
Not Working	Not engaged in any paid work	1	1	1	81	81	80
Don't Know/Can't Say		9	10	10	1	1	1
Not Applicable		1	1	2	0	0	0
Refused to Answer		1	1	1	0	0	0
Total		100	100	100	100	100	100

It shows that father's of 52 percent of students who attended government schools worked as casual workers, within which the main categories being as driver (13percent) and as support staff (14percent). 8 percent were also found to be working as domestic workers and 7 percent as daily wage labourers. 22 percent of father's of government school students were found to be engaged in petty business as hawkers or roadside stall owners. 9 percent in this category were working as professionals and 5 percent owned a large business. It may be noted that this response is given by students belonging to very young age and must be interpreted as their understanding of their parent's work.

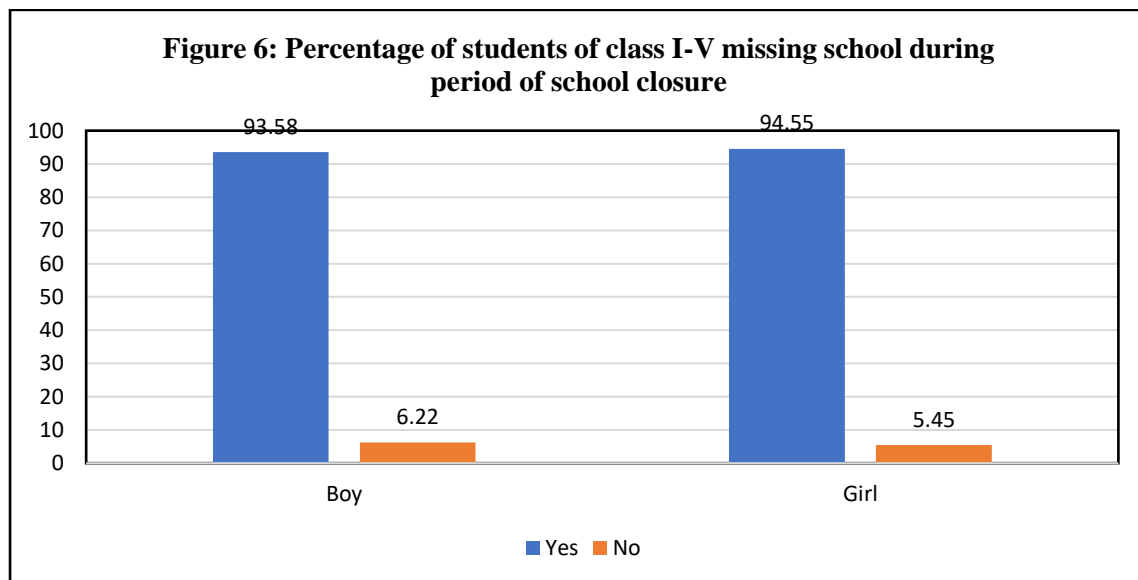
In the category of students from aided school too, it was found that 45 percent fathers were engaged in casual work and 19 percent owned petty business. Amongst casual workers, the percentage of drivers, support staff and daily wage labourers was higher than other forms of casual work. The percentage basic professionals which includes teachers, data entry operators, associates was higher than that amongst government school respondents.

Amongst students of private schools, the father's occupation differed as in this category it was found that 50 percent of children reported their fathers either owned big businesses -15 percent, or worked as basic professionals -21percent or were engaged in high profile professional work such as engineering, law, banking or medicine -14 percent. However, the percentage of casual workers and petty business owners in this category, though lower than government school students, was quite significant at 22 percent and 16 percent respectively (Table 2).

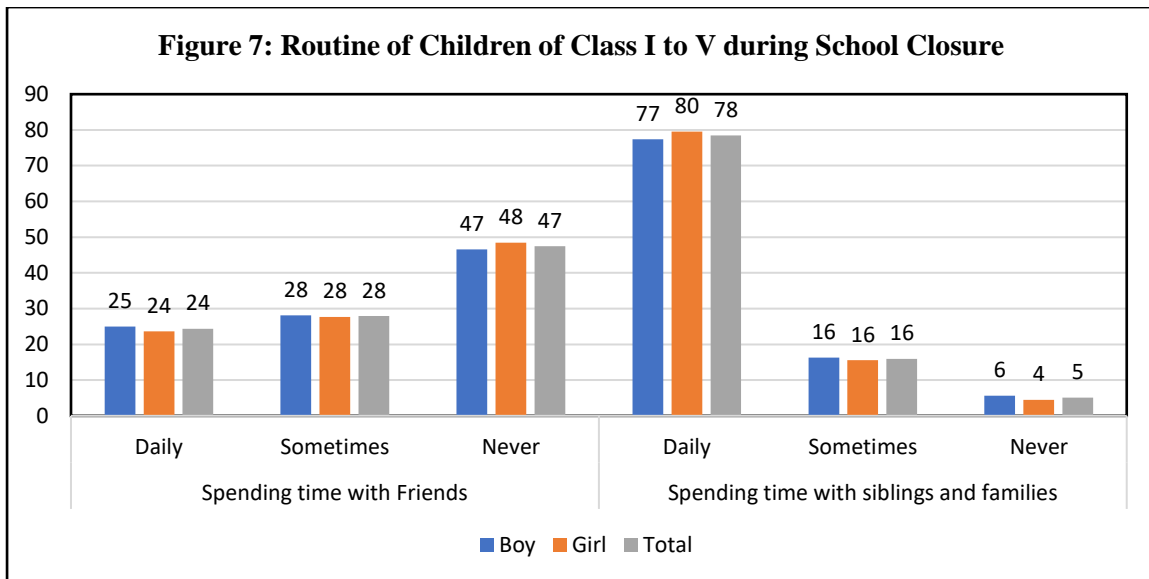
In terms of mother’s occupation it was found that across all three school management types, majority of mother’s were homemakers, engaged in unpaid domestic chores. However, 7 percent of mothers of government school students 6 percent of aided school students worked as domestic workers; while 9 percent mothers of private school students were employed as basic professionals.

MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS I-V

To build an understanding around the mental and emotional well-being of students of class I to V, students were asked questions regarding how they felt during the period of school closure and what was their general routine. 94 percent students of class I to V stated that they missed going to school and preferred being in school more than attending online classes (Figure 6). This was similar for both boys as well as for the girls.

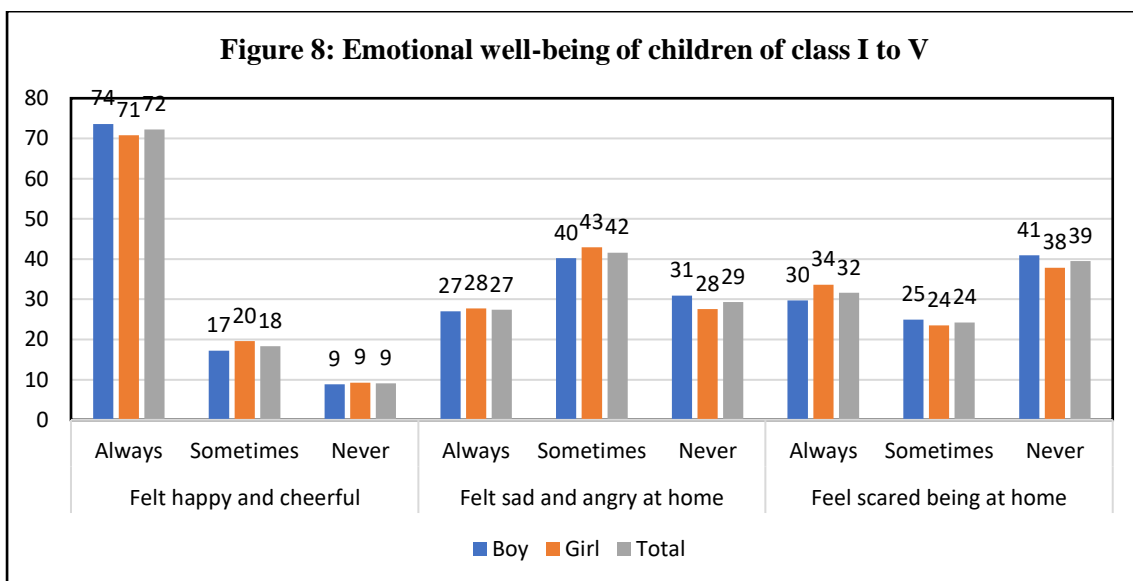


In terms of social activities, it was seen that amongst both boys and girls, majority spent more time with their siblings and families rather than their friends (Figure 7). Only 24 percent stated that they could meet their friends on a daily basis.



Due to the Covid19 norms and the fear associated to it, it is likely that most parents may not have liked their wards going out of the house to play with friends. This may have isolated the students to certain extent and could be one of the reasons why in terms of emotional well-being and mental make up is concerned, about 30percent students stated that they always either felt sad and angry or felt scared being at home. This percentage was slightly more for girls than for boys, who usually enjoy less mobility than their counterparts. However, about 70 percent claimed that they almost always felt happy and cheerful during this period of school closure and online classes. (Figure 8)

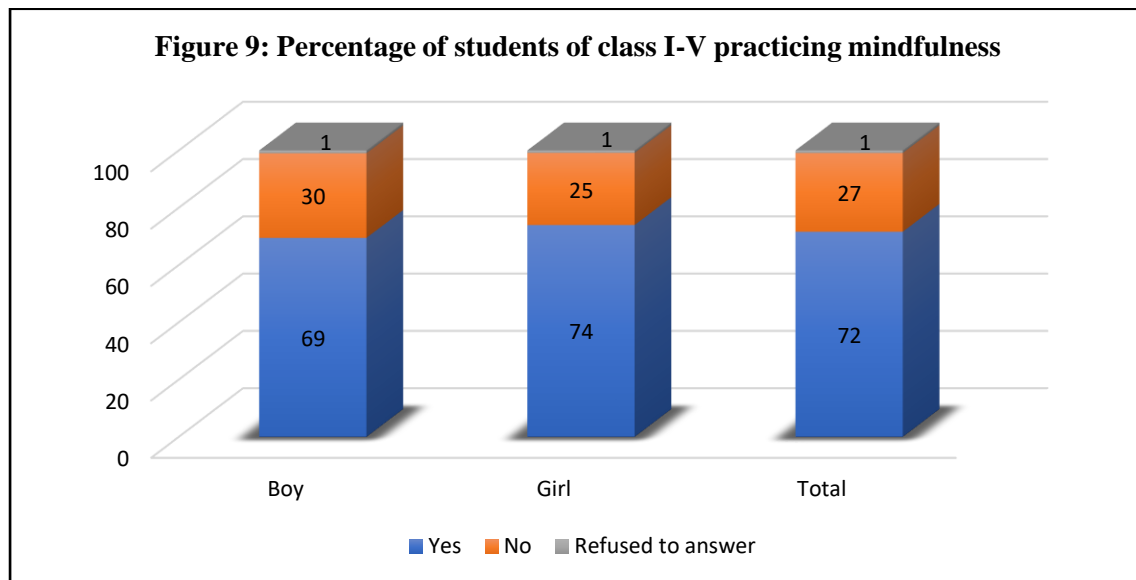
Students were also asked what they did when they felt scared and 86 percent said that they spoke to their parents while 11percent said that they shared their fears with their siblings.



Human emotions are complex and this can be seen in the way the students have responded to how they felt. It is a mixed bag of for the young children. While as stated in Fig 6, they missed

coming school, but being at home also provided a sense of happiness. At the same time the uncertainty around the disease and restrictions of normal routines also made them sad, angry or scared.

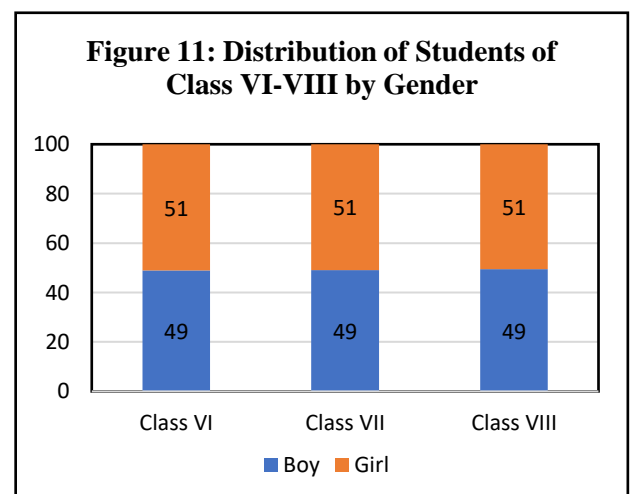
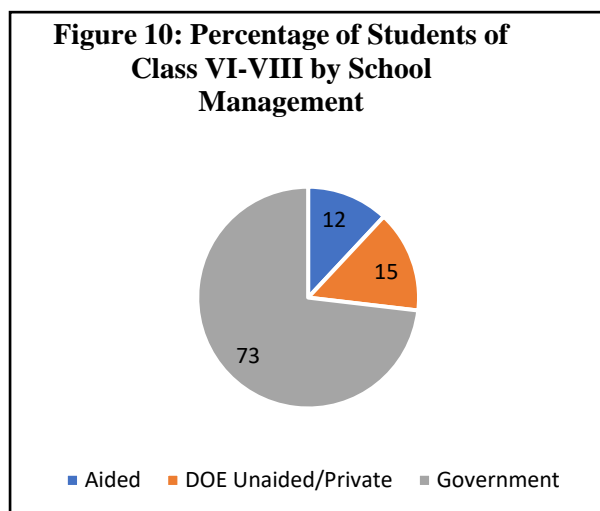
When students were asked whether they were able to practice mindfulness on regular basis, 72 percent stated that they were able to do so while 27 percent said that they did not practice. Amongst boys and girls, percentage of girls able to practice mindfulness on regular basis was almost 5 percent higher than that of boys (Figure 9).



3.1.2 FINDINGS FROM THE SURVEY CONDUCTED WITH STUDENTS OF CLASS VI-VIII

PROFILE OF THE STUDENTS RESPONDENTS OF CLASS VI-VIII

Out of the total students (2961) of class VI-VIII surveyed for the study, 73percent were from the government schools, 15percent from private schools and 12percent from government aided schools. In terms of ratio of girls and boys in this class group, it was seen that percentage of



boys and girls was almost at par through all class of VI, VII and VIII (Figure 10 and Figure 11). To understand the economic and social profile of the households of the student respondents, information was collected from the students on the occupation of their parents, type of residence and family size. It was found that similar to the case of students of class I-V, father's of 51percent students of government schools worked as casual workers, 22 percent owned petty business and only 16 percent were engaged as professionals or owned big business.

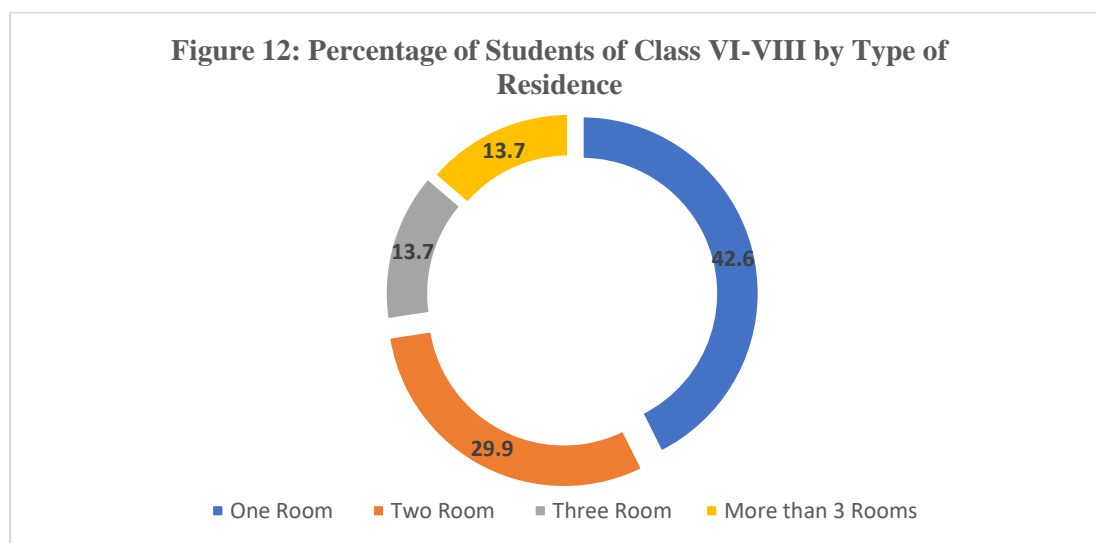
For students of aided schools too, the percentage of fathers engaged in casual work was high at 43 percent but in regard to private school students 17 percent were engaged in casual work, while 62 percent were engaged as professionals or owned big businesses. Driving, working as support staff and engaging in petty business appeared to be the most common employment of father's of government and aided school students while working as professionals and running big business appeared more common amongst fathers of private school students. (Table 3)

Table 3: Occupation of Father and Mother of Students of class VI-VIII by School Management

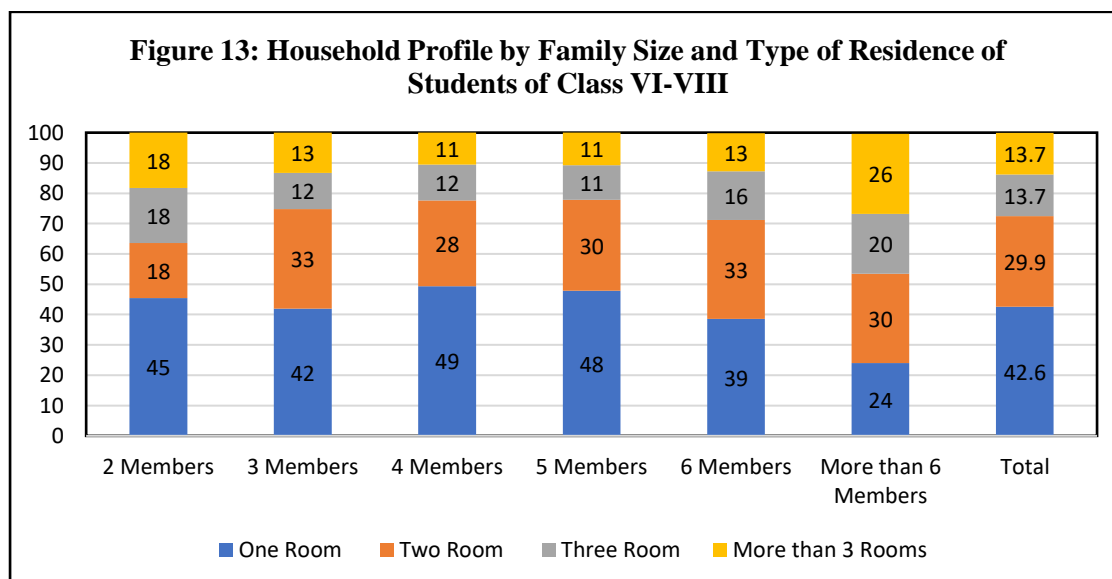
Occupation	Occupation Category	Father's Occupation			Mother's Occupation		
		Govt	Aided	Pvt	Govt	Aided	Pvt
Casual Work	Daily Wage Labourers	4	3	1	0	1	0
	Driver	14	12	4	0	0	0
	Security Worker	8	7	1	0	0	0
	Domestic Worker	7	7	4	7	5	1
	Support Staff (Peon/Cleaner etc.)	15	13	5	4	2	2
	Delivery, Packaging	3	3	2	1	1	0
	Gardener	1	0	0	0	0	0
Petty Business	Thela/Road Side Stall	22	17	16	2	2	1
Big Business	Shop/Factory Owner	7	10	21	1	2	2
Basic Professionals	Associates/data entry operators/teachers	7	14	22	2	5	12
High profile Professionals	Doctors, Lawyers, Engineers, Bankers	2	4	19	0	1	4
Homemaker	Engaged in unpaid domestic/household chores	1	1	1			
Not Working	Not engaged in any paid work	1	0	1	80	78	76
Don't Know/Can't Say		2	2	1	1	1	0
Not Applicable		2	4	2	1	1	0
Others		3	3	2	1	0	1
Refused to Answer		1	2	0	1	1	0
Total		100	100	100	100	100	100

In terms of mother's occupation, students across government, aided and private schools had mothers who were homemakers, engaged mainly in unpaid domestic and household chores. However, 7percent students of government schools and 5percent students of aided school stated that their mothers worked as domestic worker while 4percent of students of government school stated that their mothers worked as support staff.

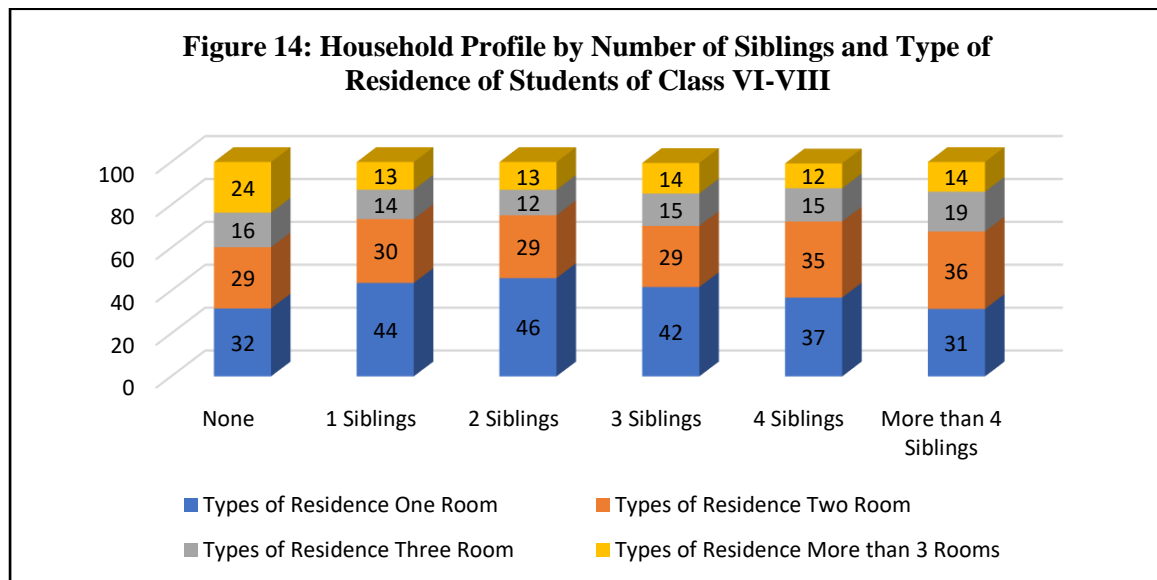
With regard to type of residence of students of class VI-VIII, it was found that 43percent of students lived in one room house while 30percent lived in a two room house (Figure 12).



When this data is juxtaposed with data on number of family members, it was found that almost 48percent students who had a family size of 4 lived in a one room house, while 28percent with same family size lived in two room house. Even when family size was 6 or more than 6, the percentage of students residing in one room house (39 percent and 24 percent respectively) and in two room house (33percent and 30percent respectively) was significantly high (Figure 13).



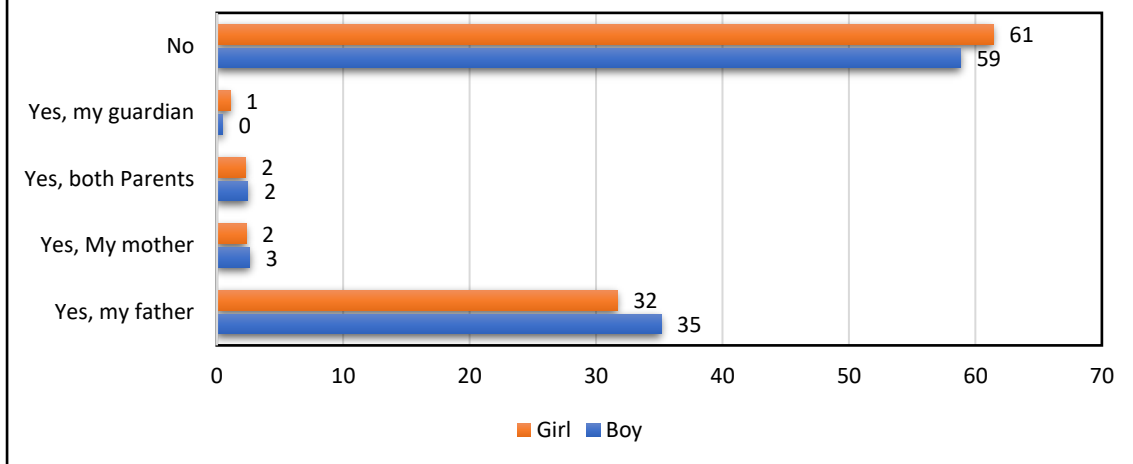
Type of residence was also assessed in terms of number of siblings a student had. It was found that majority of students who had one or more siblings lived in one room house. Even where the number of siblings was four or more than four, the type of residence for majority of students was either one room (37 percent and 31 percent respectively) or two room (35 percent and 36 percent respectively). Only 24 percent students stated that they had no siblings and stayed in a house which had more than three rooms (Figure 14).



Considering that majority of students came from lower middle-income families, it seemed vital to assess the economic and social impact that covid might have had on them during the period of school closure. This was considered as household situation has tremendous impact on the mental and emotional well-being of children. Thus, the older students were asked questions on job/income loss that they may have witnessed in their families as well as the direct impact of covid in terms of illness and bereavement that their families may have suffered from.

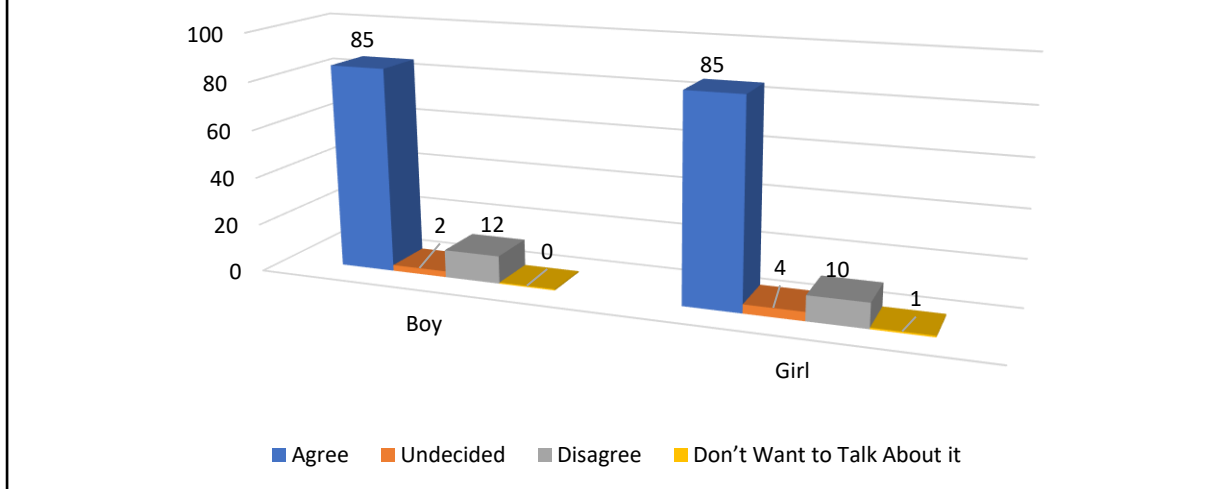
Though majority boys and girls of class VI-VIII negated that their families suffered from any kind of job or income loss, about 32percent girls and 35percent boys stated that father’s suffered from job loss due to the Covid pandemic (Figure 15).

Figure 15: Percentage of Students of class VI-VIII whose Families suffered Job Loss



Students were also asked whether they were getting sufficient meals to eat. While amongst both boys and girls 85 percent agreed that they were getting sufficient meals, 12 percent boys and 10 percent girls stated that they were not getting enough to eat and about 2 percent boys and 4 percent girls were unsure of the answer (Figure 16).

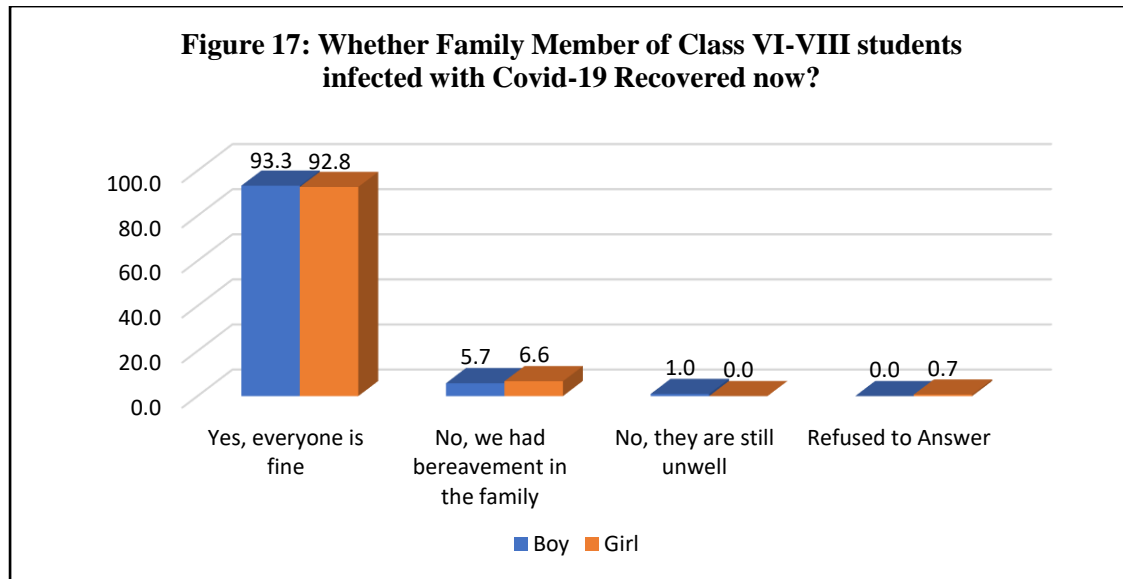
Figure 16: Are Students of Class VI-VIII getting sufficient meals at home?



It must be taken note as stated in the limitation of the study, that these responses are affected by the recall period. While the most severe effects of the lockdown imposed in 2020, in terms of job loss and income loss were felt in the initial months, this survey took place nearly two years later, by which time there have signs of recovery. The fact that some students have reported income and job loss indicates the long term effects of covid as well as of the chronic poverty in some families.

In terms of assessing the health-related impact of the pandemic, the survey asked the respondents if anyone in their family had been severely infected with the Covid-19 virus. About

91percent students stated that no one in their families had been severely infected. 9 percent students who had informed that family members had got infected with the virus, were further asked if everyone in their family had recovered now (Figure 17)

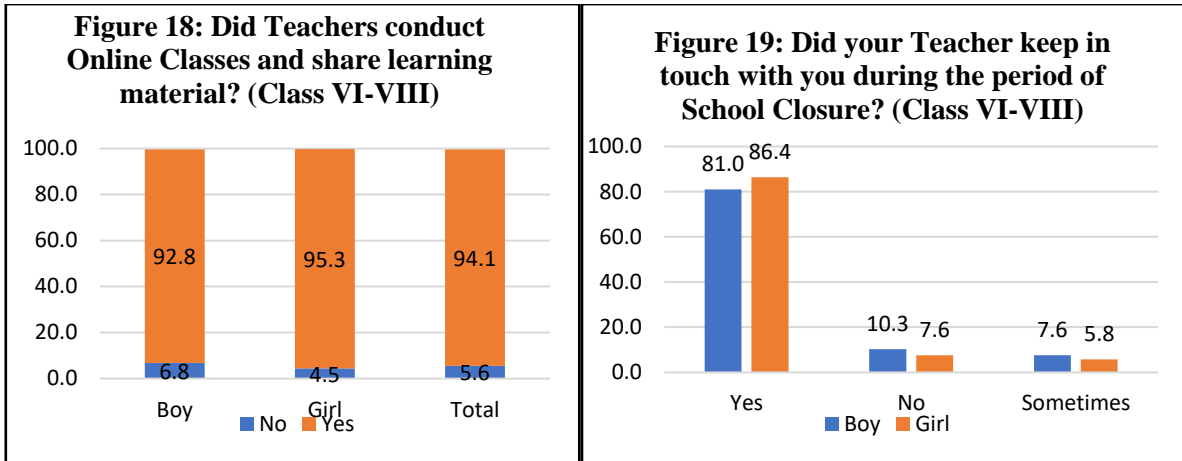


About 93 percent of these students stated that everyone in their family had recovered. However, 6percent boys and 7percent girls in this group informed that they had suffered from bereavement in their families (Figure 17).

Being able to deal with bereavement related grief is an important aspect of the emotional well-being. Even though this is a small percentage of students, it should not be neglected as these can have long term impact on mental health.

CHALLENGES FACED BY STUDENTS OF CLASS VI-VIII IN ATTENDING ONLINE CLASSES DURING THE PERIOD OF SCHOOL CLOSURE

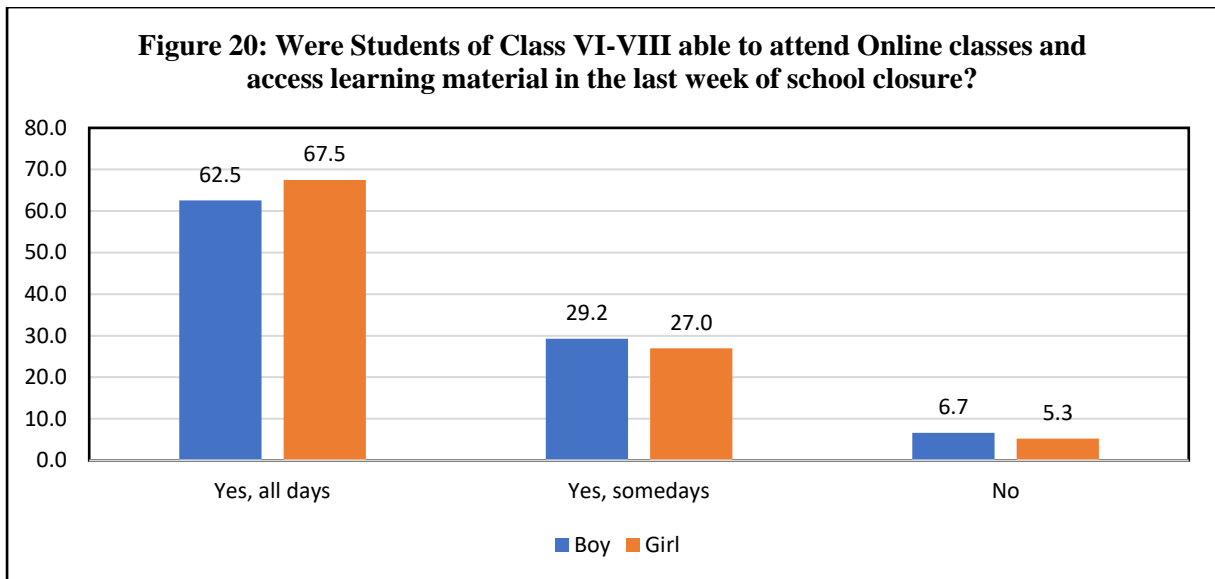
In order to assess the challenges that students faced during the period of school closure and shift to online classes in terms of continuing their education, students of class VI-VIII were asked about the support they received from school, the mode that was used for online classes, the problems they faced in attending classes and in understanding concepts and the reasons for it and also tried to map the different activities that they did during this period of no physical school.



The survey revealed that majority students were found to be satisfied and happy with the support they received from their school and teachers. Figure 19 shows that 86percent girls and 81percent boys stated that their teachers kept in touch with them during the period of school closure and 93percent boys and 95percent girls said that their teachers conducted online classes and shared learning material on regular basis (Figure 18).

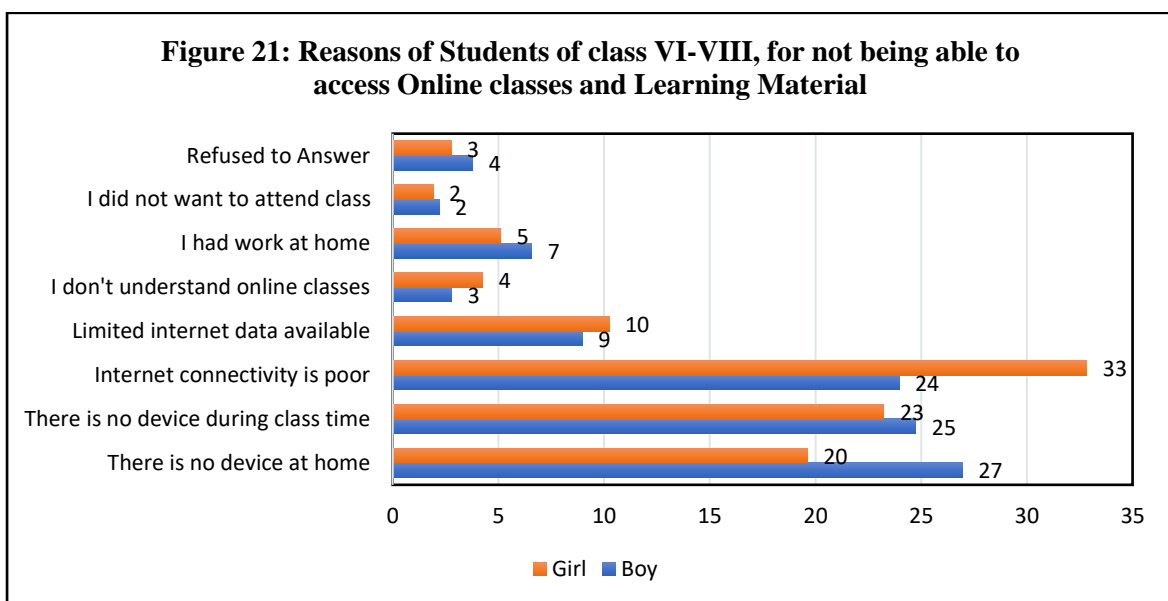
Mostly materials were shared through social media applications and classes were conducted using online platforms. 83percent boys and 86 percent girls said that they received books, assignments, worksheets and learning material from their teachers on regular basis.

To assess whether students were able to access online classes and learning material during the period of school closure, they were asked to recall whether they were able to manage in the last week of school closure (Figure 20). This is because it was felt that it would be difficult for students to recall their actions of past two years. About 63 percent boys and 68 percent girls stated that they were able to access online classes and learning material on regular basis. It appears that for this group of students 5 percent more girls have indicated that that had access compared to boys. However, almost 29 percent boys and 27 percent girls said that they could only do so on some days and 7 percent boys and 5 percent girls were also there who stated that they did not access the resource material or attended any online classes.

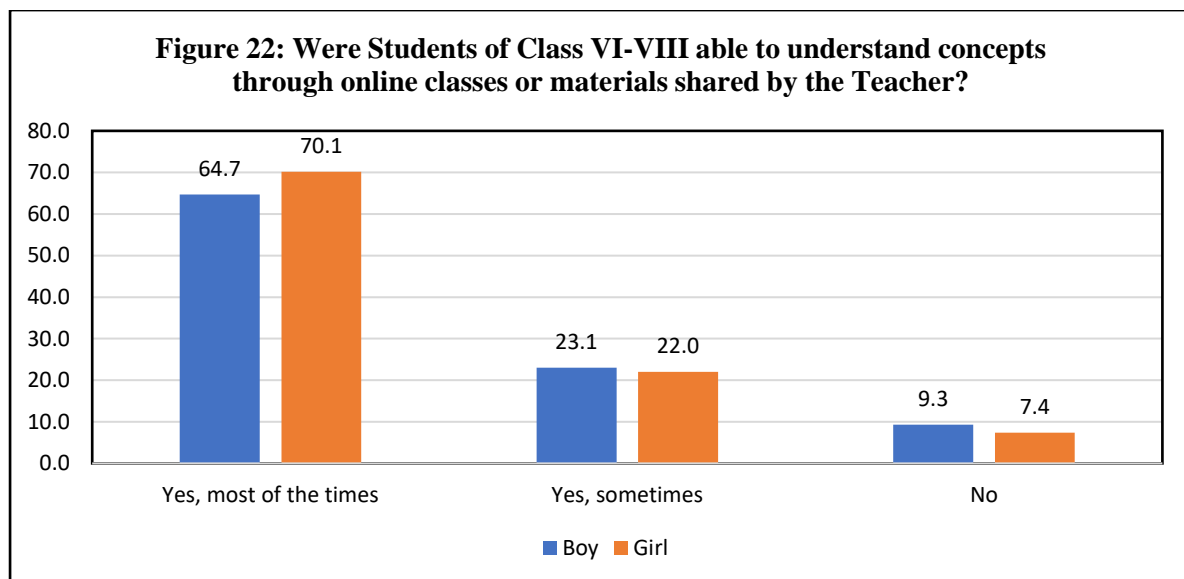


It is known that there is “learning poverty” among students of low-income families even in normal times. Thus when 27-29percent students themselves are saying that they have accessed the resource material only on some days, it can be assumed that this would impact their ability to achieve age appropriate learning.

From those students who were not able to attend and access at all or had done so in an inconsistent manner, question was asked around reasons for non access or inconsistent access. Majority of these students sighted poor or limited internet connectivity and limited or no access to device as the main reason for their inability to access online classes and learning material. While 33 percent girls said that they had poor internet connectivity, 20 percent of them said that they had no device at home for usage. Amongst boys too, 24 percent said that internet connectivity was poor and 27 percent said that they had no device at home (Figure 21)



Students were also asked if they were able to understand concepts taught through online classes and through the shared learning material. Figure 22 shows that around 65percent boys and 70percent girls were able to understand concepts most of the times while 23percent boys and 22percent girls were able to understand the concepts only some of the times. 9percent boys and 7percent girls were not able to understand concepts at all. It should be noted that this perception of the students cannot be taken as an actual assessment of their knowledge of the concepts. That can only be determined through other means of learning assessment. There is also the possibility of a tacit pressure on students to state that as a student they are following the concepts as otherwise it would be seen as a shortcoming on their part.



From those who were not able to understand or understood only some of the times, further question was asked around reasons. It was found that almost 33percent boys and 30percent girls stated poor internet connectivity as the main reason for inability to understand the concepts properly (Table 4). However, it is important to highlight and take note that inability to understand the teacher (16.3 percent) and speak and discuss doubts during online class (18.5 percent) also came out as reasons for significant proportion of the students. Around 11percent boys and 14 percent girls also refused to answer this question. Deeper probing through qualitative methods is required to further understand the challenges that students faced in understanding concepts through the online classes.

Table 4: Why do you think you were not able to understand concepts well through online classes or shared material?

Indicators	Class VI to VIII		
	Boy	Girl	Total
I was not able to understand the teacher	18.2	14.3	16.3
I was unable to speak and discuss my doubts	16.8	20.2	18.5
I had to help at home and didn't have full focus	6.2	8.1	7.1
I don't enjoy the class	8.5	8.3	8.4
I don't have quiet space/room/separate room to attend online class	6.2	5.2	5.7
I didn't have good internet connectivity	32.9	29.8	31.4
Refused to answer	11.1	14.0	12.5
Total	100	100	100

When asked about their routine, most students of VI to VIII (37percent) stated that they spent most of their time in reading books or comics (Table 5). However, the percentage of girls spending time on reading books was more (by almost 10percent) than that of boys. The other most common activity that students spent time on was attending online classes and completing homework. Around 23percent students of class VI to VIII stated that they spent most of their time on attending online classes and completing school work.

Table 5: Activities done by Students during the period of school closure and online classes (in percent)

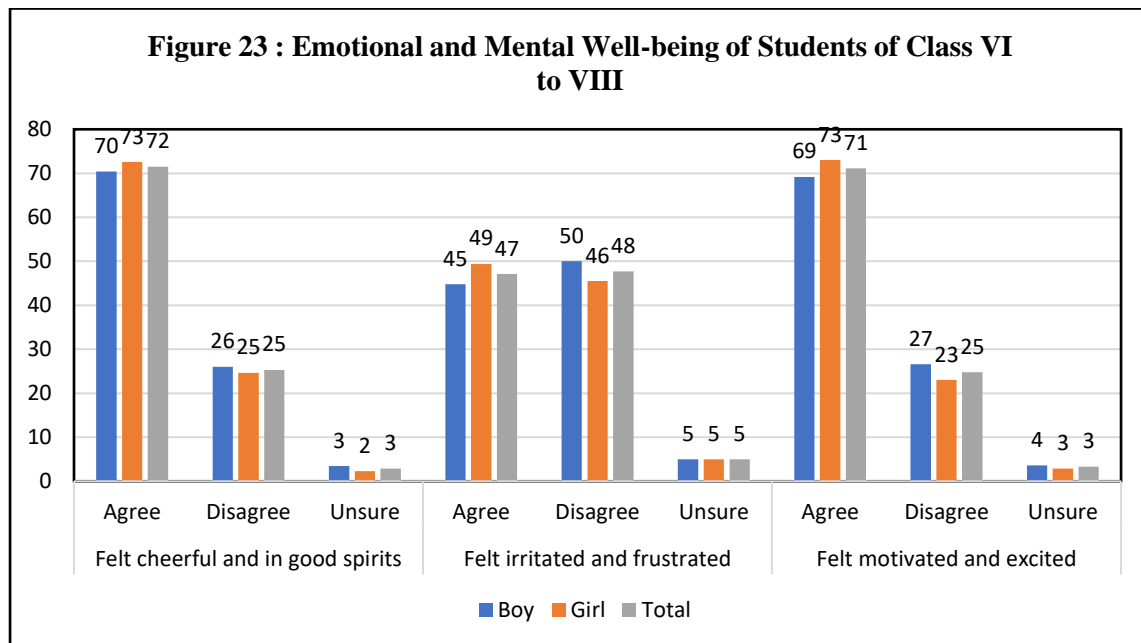
Activities done during the period of school closure	Class VI to VIII		
	Boy	Girl	Total
I was not doing anything in particular	10	9	10
I was sleeping	3	2	2
I was playing outside the house	9	5	7
I met with friends	2	2	2
I was using the mobile	6	4	5
I played video games	9	3	6
I read books (school/comic)	33	41	37
I attended online classes or completed homework	24	22	23
I was helping at home	5	11	8
Total	100	100	100

Other activities that were focused upon were helping in household work, playing outside the house, meeting friends, using mobile phone and playing video games. Overall, the percentage of students who stated that they spent most time in housework was 8percent for class VI to VIII. However, the percentage of girls spending time on this activity was almost double the percentage of boys (11percent for girls against 5percent of boys) (Table 5). In other activities mentioned above i.e., playing outside the house, checking the mobile phone and playing video

games, the percentage of boys was much higher than that of girls. The gender gap thus, in terms of what boys did and what girls did, was quite alarming.

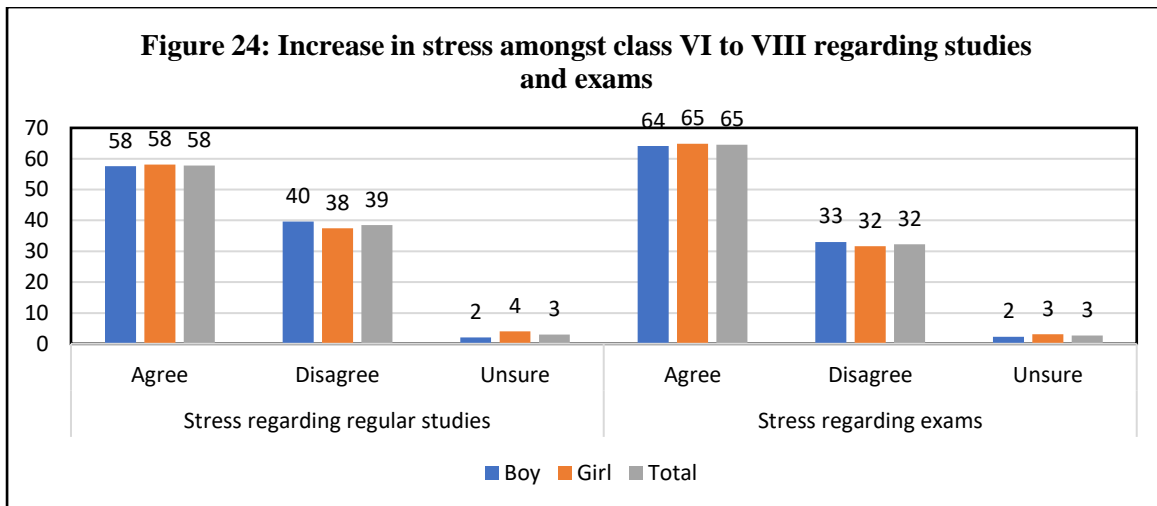
MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS VI-VIII DURING THE PERIOD OF SCHOOL CLOSURE

To assess the mental and emotional well-being of students of class VI-VIII, they were asked how they generally felt during the period of school closure. While majority students felt cheerful and good spirited and motivated and excited (70percent), a significant proportion of students (47percent) also reported to be irritated and frustrated during this period (Figure 23).

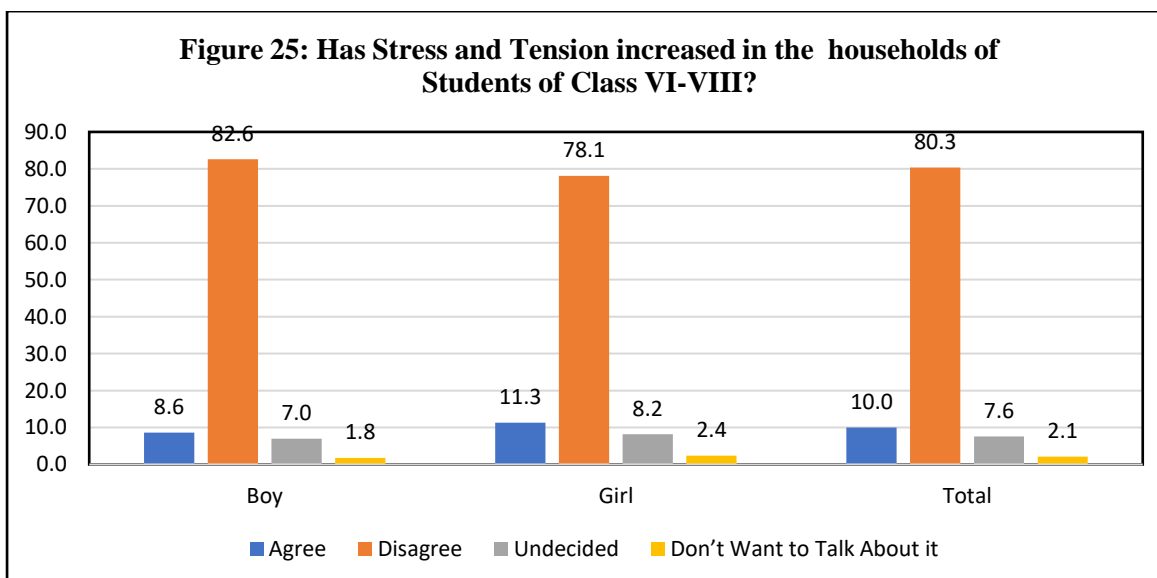


It is also interesting to note that percentage of girls reporting this feeling of frustration and irritation was almost 5 percent more than the percentage of boys reporting this across the class group. Considering that more girls than boys spent most of the time inside households and in activities such as housework and their studies, it must have led to sense of isolation amongst them which would have made them feel frustrated with their respective situations.

Students were also asked questions to assess any stress or anxiety that they may have experienced specifically in terms of their studies. About 58percent students in this group agreed that they felt more stressed about their regular studies and more than 60percent students agreed that they felt stressed and anxious for their exams. It is interesting to note that the percentage of girls and boys who confirmed this sense of anxiety and worry regarding studies and exams was almost at parity (Figure 24).

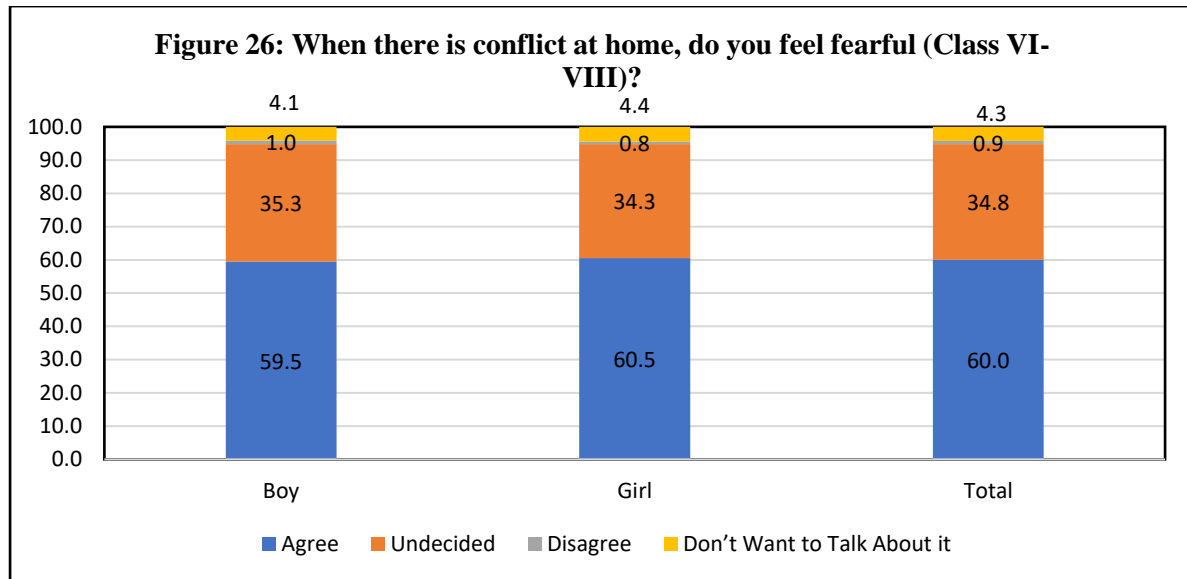


Apart from uncertainties surrounding continuation of education, it is also important to recognise and acknowledge the economic and social instability that the pandemic brought in into respective households, which may have also led to sense of worry, anxiety and sadness amongst the students. Students were therefore asked to reflect if stress and tension in their household had increased during this period. While almost 80percent students negated this, about 9percent boys and 11percent girls agreed that their household was suffering from more stress and tension. It is also important to note that while almost 8percent students in this group remained undecided and could not give a clear answer to the question, around 2.1percent refused to answer the question. It would be important to unpack and address issues of stress although a much smaller percentage of students have stated that they experienced increased stress (Figure 25).

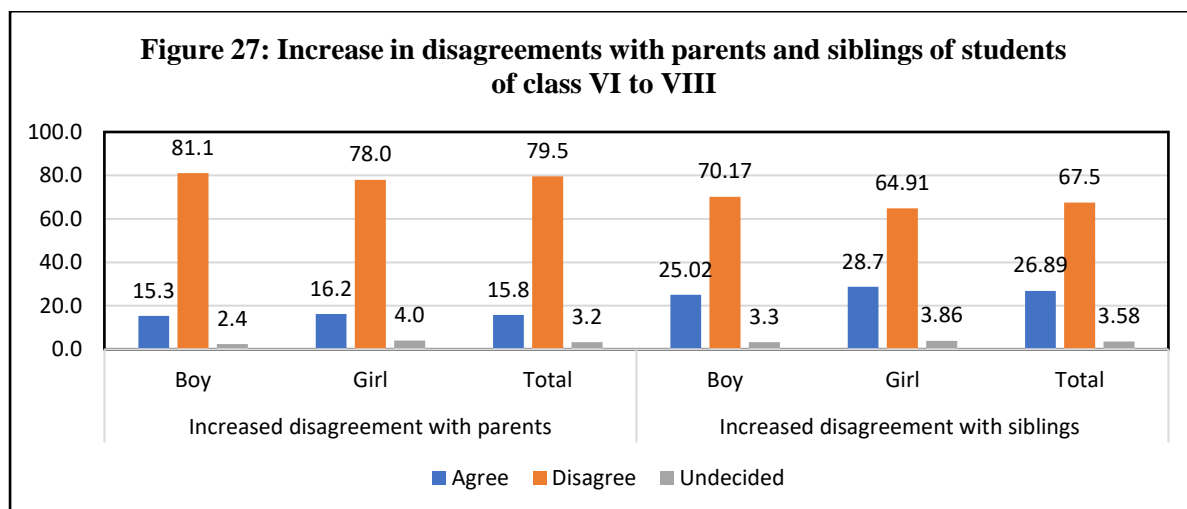


Students were also asked if they feel fearful when there is a conflict at home. Around 60percent students agreed that conflict at home was very fearful for them while 35percent remained undecided and 4.3percent did not answer the question (Figure 26). It should be noted that these

families live in small houses and therefore, any conflicts between family members will be easily heard and noticed by students who will get affected by them.



Students were further probed to find if their relationship with their parents and siblings had gone through any change. Hence, they were asked to reflect if they felt that their disagreements with their parents and siblings had increased during this period due to the proximity they had with each other. Positively it was seen that only 16percent stated that there was an increase in the rate of disagreements they had with their parents. This percentage was almost at par for both boys and girls. Overall 80percent students of class VI to VIII stated that there was no increase in disagreements with their parents (Figure 27).¹⁴

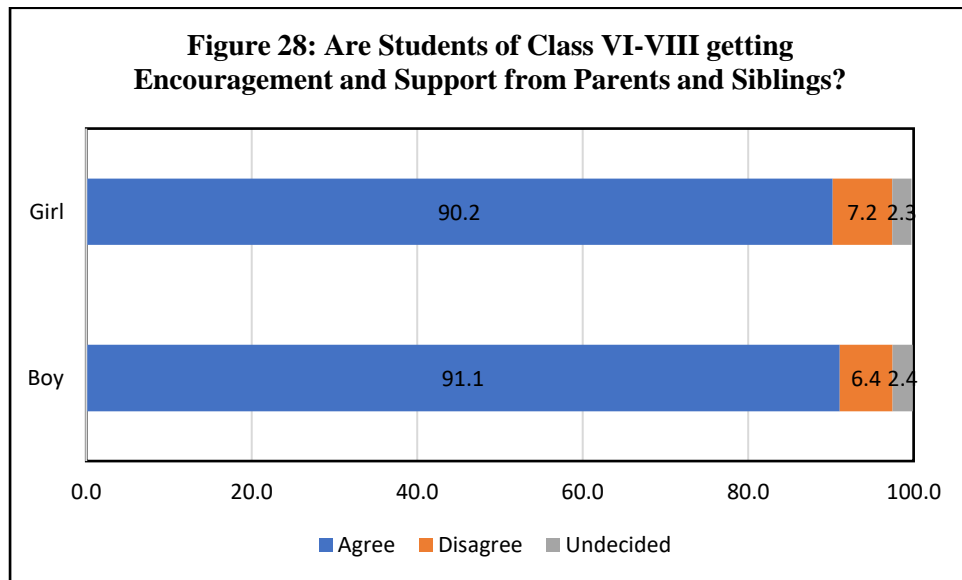


With regard to increase in disagreement with siblings, 27percent students of class VI to VIII confirmed that it had increased since school closure and shift to online classes. The percentage

¹⁴ This question also had the option – “Don’t want to talk about it” and the missing totals reflect those responses. To economize on the space and keep the significant data visible the responses on “don’t want to Talk about it “ has not been shown in the graph.

of girl respondents stating so was higher than boys. However, 70percent boys and 65percent girls said that there was no change in their relationship with their siblings (Figure 27)

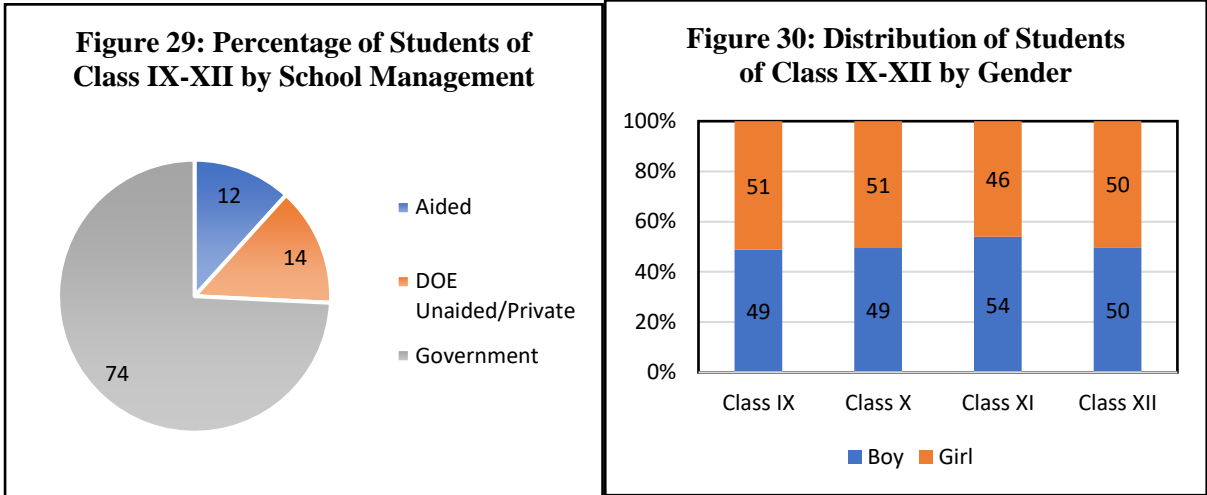
In fact, almost 90percent boys and girls agreed that they have received sufficient encouragement and support from their parents and siblings during this difficult period. (Figure 28)



3.1.3 FINDINGS FROM THE SURVEY CONDUCTED WITH STUDENTS OF CLASS IX-XII

PROFILE OF THE STUDENT RESPONDENTS OF CLASS IX-XII

In the class group of IX-XII, 74percent were from the government schools, 14percent from private schools and 12percent from government aided schools. In terms of ratio of girls and boys in this class group, it was seen that similar to the class groups of I-V and VI-VIII, the percentage of boys and girls here too was almost at par through all class of IX, X, XI and XII (Figure 29 and Figure 30).



Data on parent’s occupation of students in this group showed similar trends as that for the class groups of I-V and VI-VIII. It was found that fathers’ of 46 percent students of government schools worked as casual workers, 22 percent owned petty business, while 10percent were engaged as basic professionals and 9 percent owned big business. For students of aided schools too, the percentage of fathers engaged in casual work was high at 43percent but in regard to private school students 15percent were engaged in casual work, while 30percent owned big business, 21 percent were engaged as basic professionals and 16 percent worked as high profile professionals. Driving, working as support staff and engaging in petty business appeared to be the most common employment of fathers of government and aided school students while working as professionals and running big business appeared more common amongst father’s of private school students. (Table 6)

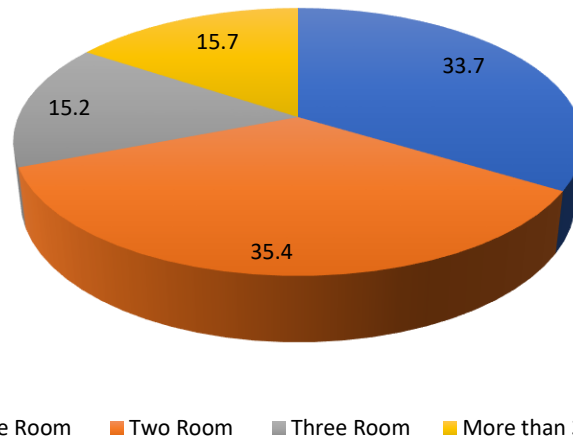
Table 6: Occupation of Father and Mother of Students of class IX-XII by School Management

Occupation	Occupation Category	Father's Occupation			Mother's Occupation		
		Govt	Aided	Pvt	Govt	Aided	Pvt
Casual Work	Daily Wage Labourers	5	3	2	1	1	0
	Driver	11	10	4	0	0	0
	Security Worker	7	9	1	1	0	0
	Domestic Worker	6	6	2	4	3	0
	Support Staff (Peon/Cleaner etc.)	13	13	4	3	2	0
	Delivery, Packaging	3	2	1	1	0	0
	Gardener	1	1	0	0	0	0
Petty Business	Thela/Road Side Stall	22	20	13	2	2	1
Big Business	Shop/Factory Owner	9	9	30	1	2	1
Basic Professionals	Associates/data entry operators/teachers	10	14	21	3	4	11
High profile Professionals	Doctors, Lawyers, Engineers, Bankers	3	4	16	0	2	4
Homemaker	Engaged in unpaid domestic/household chores	0	0	0	78	79	78
Not Working	Not engaged in any paid work	2	1	1	5	4	3
Don't Know/Can't Say		2	1	0	0	1	0
Not Applicable		3	5	3	1	2	1
Others		2	2	2	0	0	0
Refused to Answer		0	0	0	0	0	0
Total		100	100	100	100	100	100

In terms of mother's occupation, across government, aided and private schools, majority students stated that their mothers were homemakers, engaged mainly in unpaid domestic and household chores. Only, 4percent students of government schools and 3percent students of aided school stated that their mothers worked as domestic worker and 3percent of students of government school stated that their mothers worked as support staff. 11percent of students of private schools reported that their mothers worked at jobs that are categorised as basic professionals such as Associates, data entry operators or teachers. The gender difference in father's and mother's occupation as reported by students is evident.

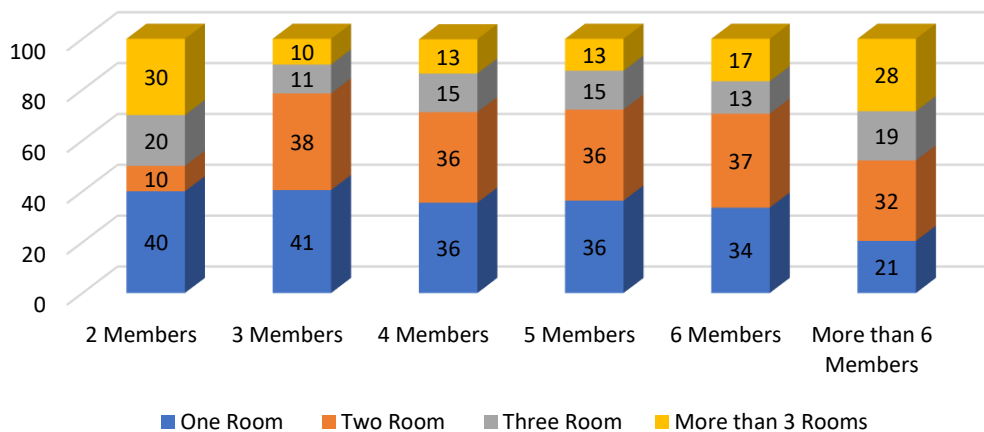
With regard to type of residence of students of class IX-XII, it was found that high proportion of students resided in two or less than two room houses, with 34percent living in one room house and 35percent living in a two room house (Figure 31). About 31percent students stated that they lived in three or more than three room residence.

Figure 31: Percentage of Students of Class IX-XII by Type of Residence



When this data is cross-tabulated with data on number of family members, it was found that majority of students who had a family size of four members or more than four, lived in one or two room houses. Even when family size was 6 or more than 6, the percentage of students residing in one room house (34 percent and 21percent respectively) and in two room house (37 percent and 32 percent respectively) was significantly high (Figure 32).

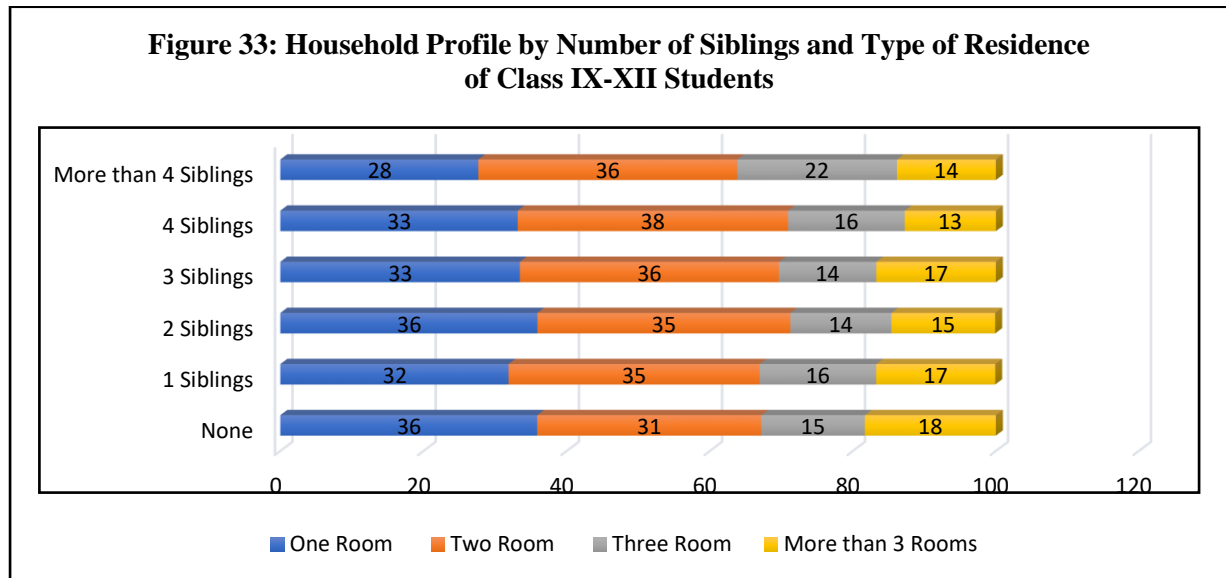
Figure 32: Household Profile by Family Size and Type of Residence for Class IX-XII Students



Interestingly, amongst students who had only two family members, the proportion of those residing in three room house (20 percent) and more than three room house (30 percent) was significantly high. Thus, clearly, family size appeared to have a direct link with income levels and standard of living.

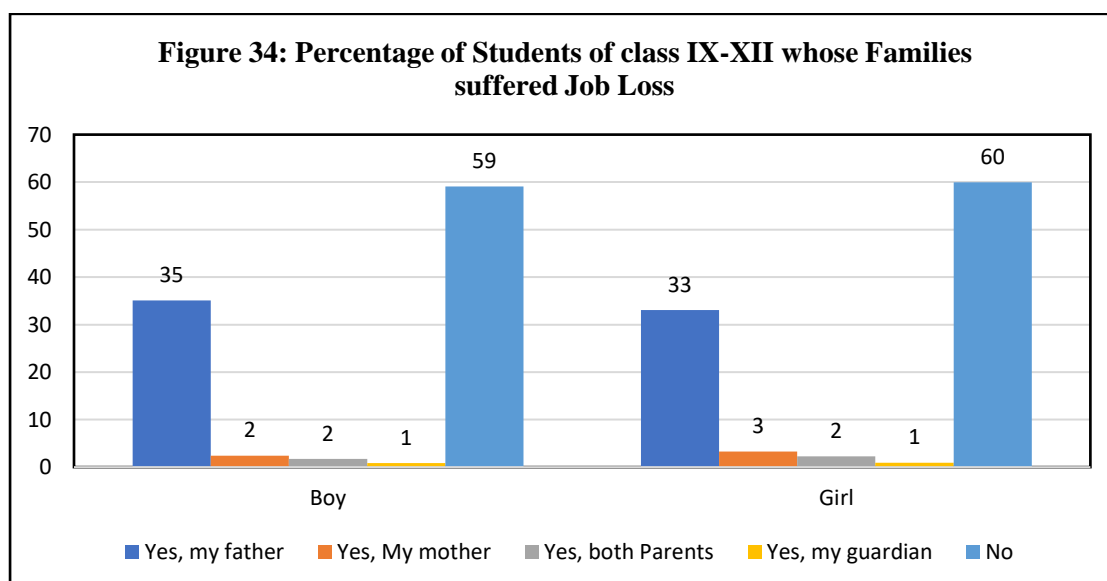
Type of residence was also assessed in terms of number of siblings a student had. It was found that majority of students who had one or more siblings lived in one room house. Even where the number of siblings was four or more than four, the type of residence for majority of students

was either one room (33percent and 28percent respectively) or two room (38percent and 36percent respectively). Students who stated that they had no siblings, 15percent stayed in a three room house and 18percent stayed in a house which had more than three rooms (Figure 33)

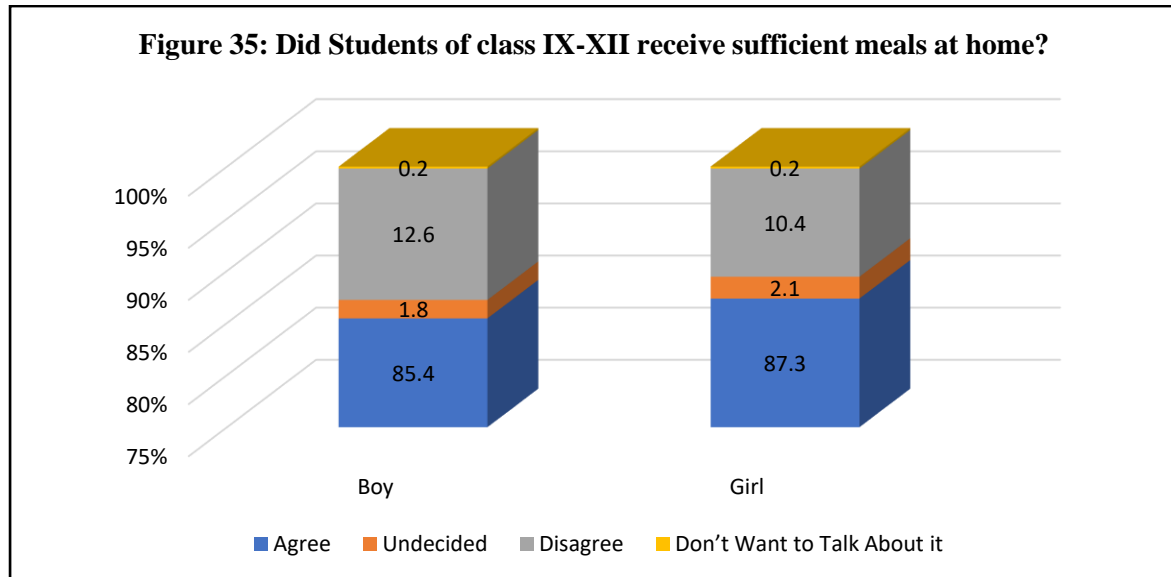


Students of class IX-XII were also asked questions on job and income loss that they may have witnessed in their families as well as the direct impact of covid in terms of illness and bereavement that their families may have suffered from.

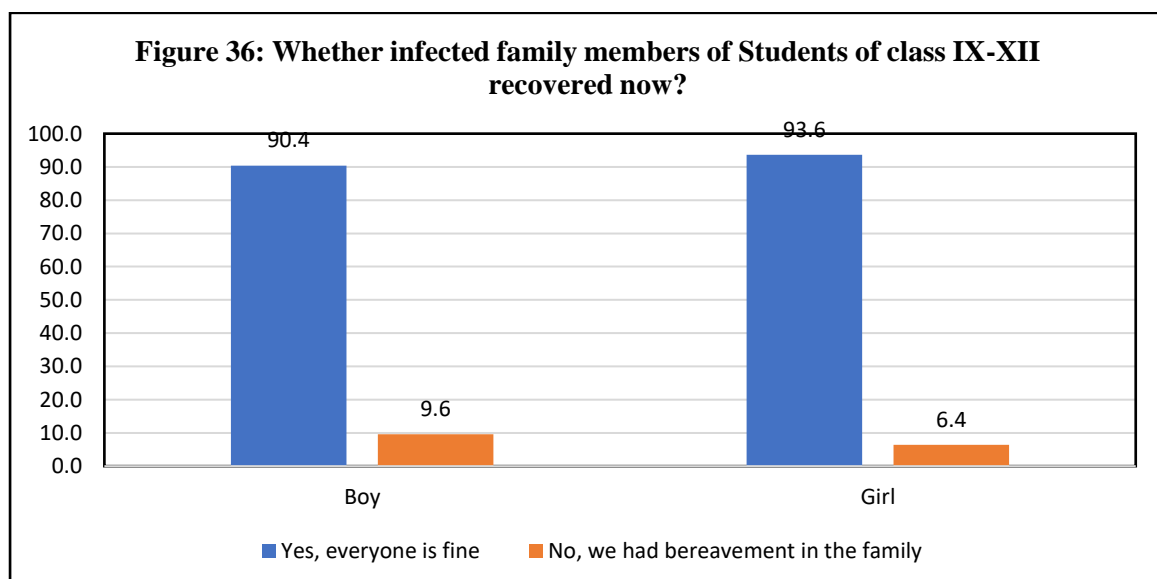
Though almost 60 percent boys and girls of class IX-XII negated that their families suffered from any kind of job or income loss, about 33percent girls and 35percent boys stated that father’s suffered from job loss due to the Covid-19 pandemic (Figure 34).



Students were also asked whether they were getting sufficient meals to eat. While amongst both boys and girls more than 85percent agreed that they were getting sufficient meals, 13percent boys and 11percent girls stated that they were not getting enough to eat and about 2percent boys and girls were unsure of the answer (Figure 35). Inability to get sufficient meals is a clear sign of hunger and poverty and these impact the cognitive development of student.



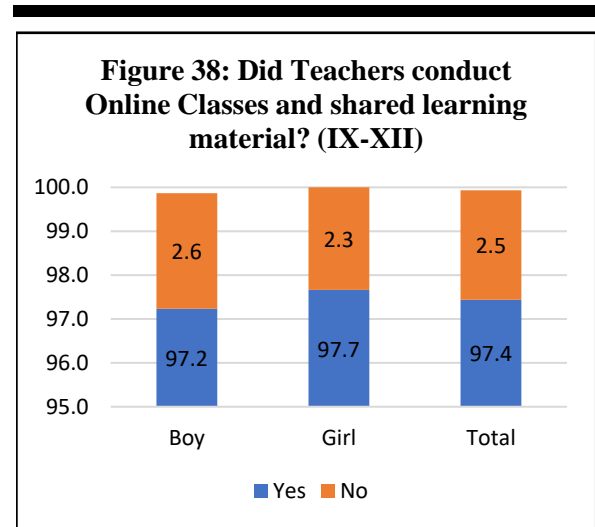
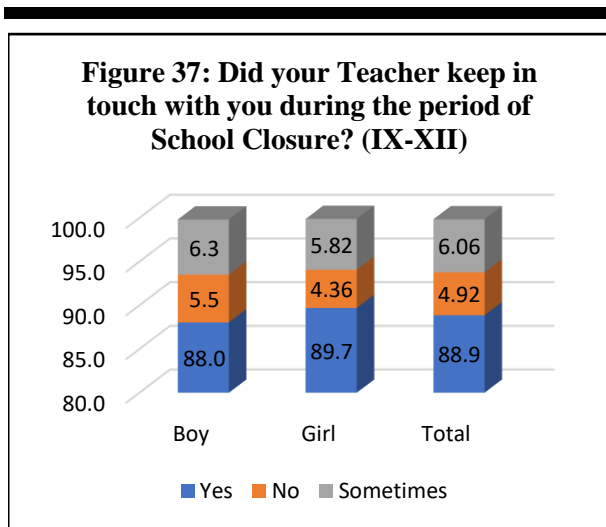
Similar to class group of VI-VIII, students of class IX-XII were also asked if anyone in their family had been severely infected with the Covid-19 virus. While 88 percent students stated that no-one in their families had been severely infected, 12 percent informed that Covid-19 virus had infected their family members. Of these 12 percent who had informed that family members had got infected with the virus, were further asked if everyone in their family had recovered now (Figure 36).



About 90percent boys and 93.6percent girls stated that everyone in their family had recovered. However, 9.6percent boys and 6.4percent girls in this group informed that they had suffered from bereavement in their families (Figure 36).

CHALLENGES FACED BY STUDENTS OF CLASS IX-XII IN ATTENDING ONLINE CLASSES DURING THE PERIOD OF SCHOOL CLOSURE

In order to assess the challenges that students faced in terms of continuing their education, students of class IX-XII were also questioned around the support they received from school,



the mode that was used for online classes, the problems they faced in attending classes and in

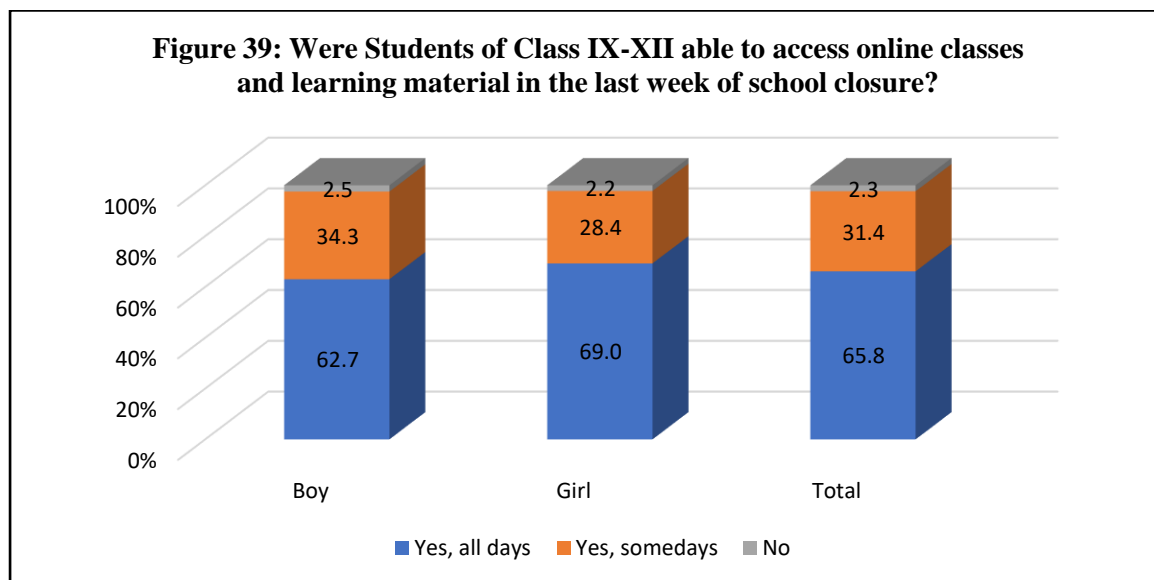
understanding concepts and also tried to map the different activities that they did during this period of no physical school.

The survey revealed that majority students were found to be satisfied and happy with the support they received from their school and teachers. Figure 37 shows that 88percent boys and 90percent girls stated that their teachers kept in touch with them during the period of school closure and 97percent boys and girls said that their teachers conducted online classes and shared learning material on regular basis (Figure 38).

Mostly materials were shared through Whatsapp and classes were conducted using online platforms such as Zoom. 90percent boys and girls said that they received books, assignments, worksheets and learning material from their teachers on regular basis.

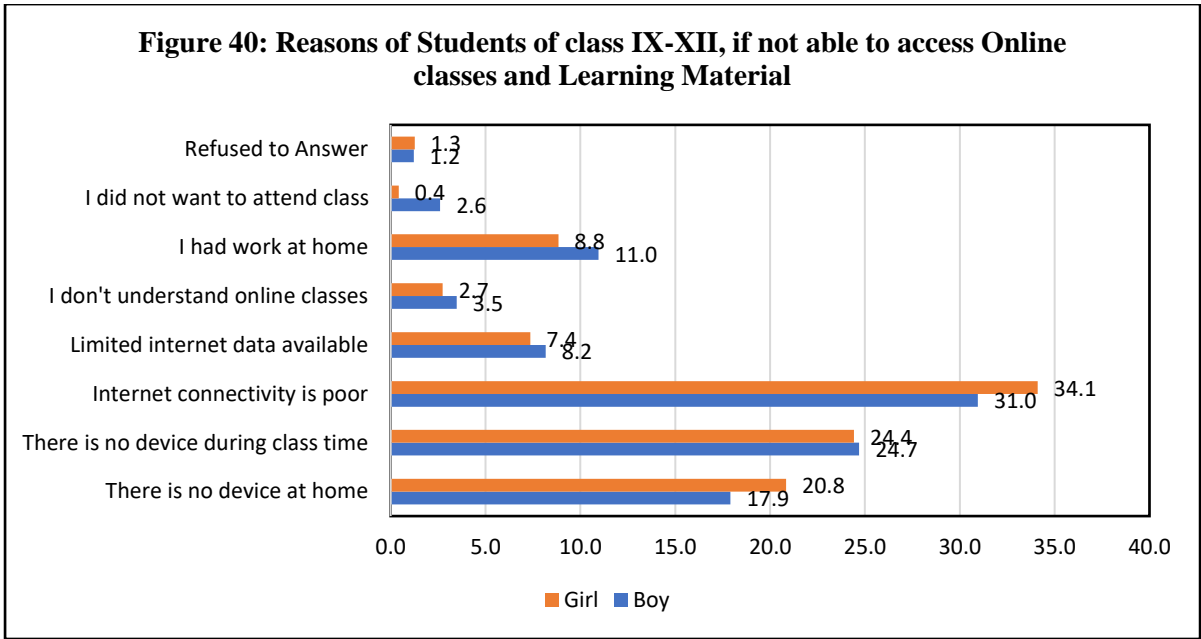
To understand the challenges that students of class IX-XII had to face in accessing online classes and learning material during the period of school closure, questions were asked on ability to attend online classes, reasons for not attending, and around difficulties in understanding concepts through online classes.

Overall 66percent students in this class group stated that they were able to access online classes and learning material on regular basis. Of these 63percent were boys and 69percent were girls. However, almost 34percent boys and 28percent girls said that they could only do so on some days. About 2.5percent boys and 2.2percent girls were also there who stated that they did not access the resource material or attended any online classes (Figure 39).¹⁵

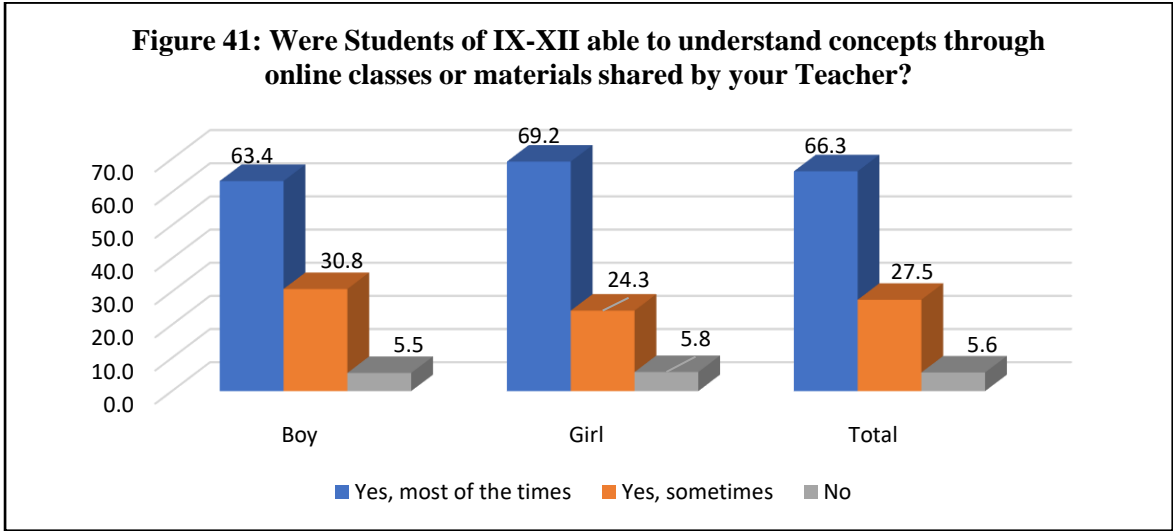


From those students who were not able to attend and access at all or had done so in an inconsistent manner, question was asked around reasons for non access or inconsistent access. Similar to students of class VI-VIII, majority of students of class IX-XII too stated poor or limited internet connectivity and limited or no access to device as the main reason for their inability to access online classes and learning material. While 34percent girls said that they had poor internet connectivity, 21percent said that they had no device at home for usage. Amongst boys too, 31percent said that internet connectivity was poor and 18percent said that they had no device at home (Figure 40)

¹⁵ The totals in the graph do not add up to 100% as the remaining 0.5% to 0.4% pertain to the response “do not remember” which has not be depicted in the graph.



Students were also asked if they were able to understand concepts taught through online classes and through the shared learning material. Figure 41 shows that around 64percent boys and 70percent girls were able to understand concepts most of the times while 31percent boys and 24 percent girls were able to understand the concepts only some of the times. Around 6percent boys and girls were not able to understand concepts at all.



From those who were not able to understand or understood only some of the times, further question was asked around reasons. It was found that almost 35percent boys and 37percent girls stated poor internet connectivity as the main reason for inability to understand the concepts properly (Table 7). However, it is important to highlight and take note that inability to understand the teacher (21percent boys and 15percent girls) and speak and discuss doubts during online class (18.5percent) also came out as reasons for significant proportion of the students. Around 10percent boys and 12percent girls also refused to answer this question.

Table 7: Why do you think you are not able to understand concepts well through online classes or materials

Indicators	Class IX to XII		
	Boy	Girl	Total
I was not able to understand teacher	21.2	14.7	18.3
I was unable to speak and discuss my doubts	18.1	18.9	18.5
I had to help at home and didn't have full focus	5.1	6.2	5.6
I don't enjoy the class	7.4	6.2	6.8
I don't have quiet space/room/separate room to attend online class	3.6	5.7	4.6
I didn't have good internet connectivity	34.7	36.7	35.6
Refused to answer	9.9	11.6	10.7
Total	100	100	100

When asked about routine and activities done during the period of school closure, most students of IX-XII (30 percent) stated that they spent most of their time in reading books or comics (Table 8). However, the percentage of girls spending time on reading books was more (by almost 10 percent) than that of boys. The other most common activity that students spent time on was attending online classes and completing homework. Around 26 percent students of class IX to XII stated that they spent most of their time on attending online classes and completing school work.

Table 8: Activities done by Students during the period of school closure and online classes (in percent)

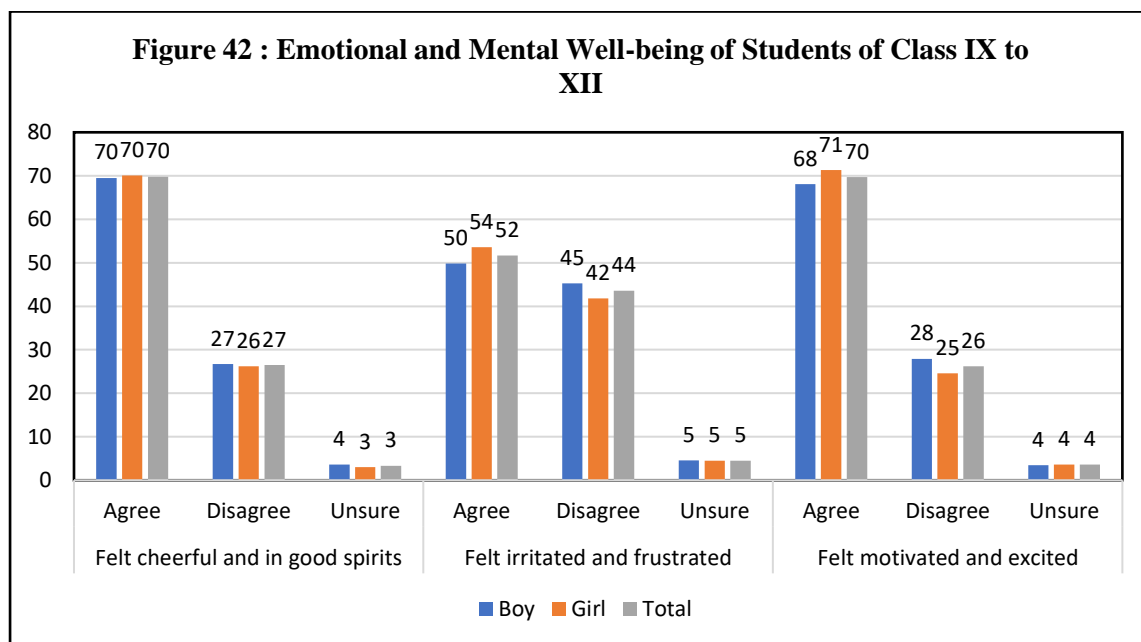
Activities done during the period of school closure	Class IX to XII		
	Boy	Girl	Total
I was not doing anything in particular	12.6	7.4	10.0
I was sleeping	3.1	3.4	3.2
I was playing outside the house	7.4	3.0	5.2
I met with friends	2.3	0.7	1.5
I was using the mobile	11.3	7.0	9.2
I played video games	7.1	3.2	5.1
I read books (school/comic)	26.4	33.8	30.1
I attended online classes or completed homework	22.7	28.6	25.6
I was helping at home	7.0	13.0	10.0
Total	100	100	100

Other activities that were focused upon were helping in household work, playing outside the house, meeting friends, using mobile phone and playing video games. It was found that similar to class group of VI-VIII, the percentage of girls spending time on domestic chores and helping around the house was almost double the percentage of boys (13 percent against 7 percent of boys) (Table 8). In other activities mentioned above i.e., playing outside the house, checking

the mobile phone and playing video games, the percentage of boys was much higher than that of girls.

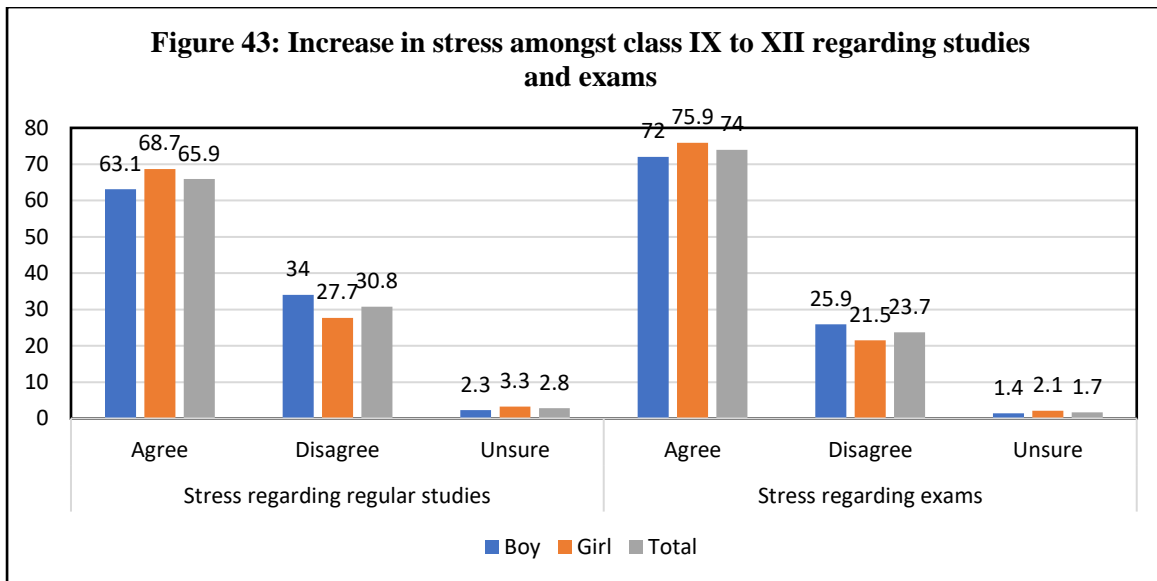
MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS IX-XII DURING THE PERIOD OF SCHOOL CLOSURE

To assess the mental and emotional well-being of students of class IX-XII, they were asked how they generally felt during the period of school closure. While majority students felt cheerful and good spirited and motivated and excited (70percent), a significant proportion of students (52percent) also reported to be irritated and frustrated during this period (Figure 42).

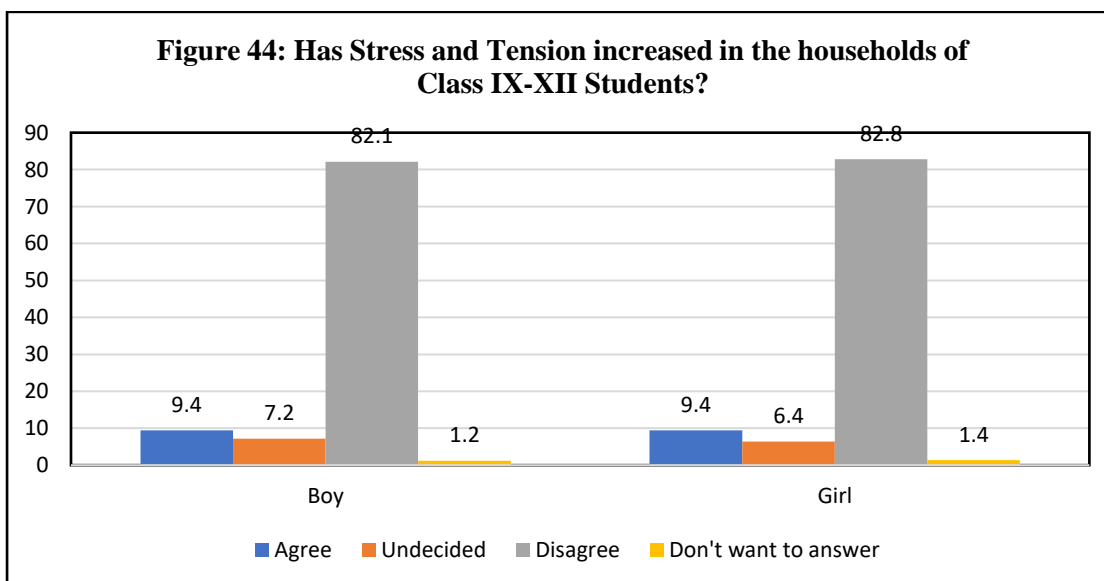


Like students of class VI-VIII, the percentage of girls in this group reporting this feeling of frustration and irritation was also higher by 4percent than the percentage of boys.

Students were also asked if stress or anxiety in relation to their studies and exams had increased during this period. About 63percent boys and 69percent girls of class IX-XII agreed that they felt more stressed now about their regular studies and about 72percent boys and 76percent girls stated that stress and anxiety in relation to exams had increased during this period. For both regular studies and for exams girls appeared to be more worried than boys in this group (Figure 43). When compared to class group of VI-VIII, the stress levels amongst class group of IX-XII is much higher than the former for both, regular studies (65.9percent as opposed to 58percent amongst VI-VIII) and exams (74percent as opposed to 65percent amongst VI-VIII).

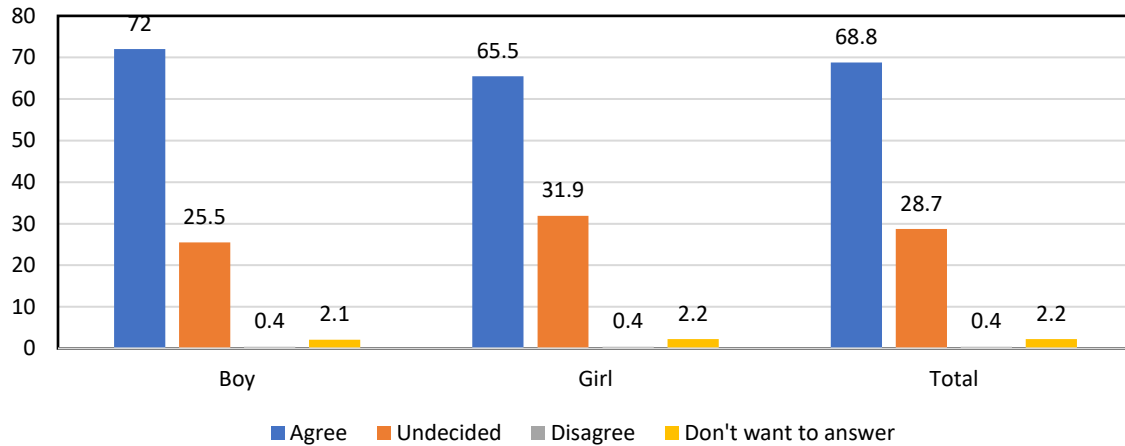


Similar to students of class VI-VIII, students of class IX-XII were also asked to reflect if stress and tension in their household had increased during this period. While about 82percent boys and 83percent girls negated this, almost 10percent both boys and girls agreed that their household was suffering from more stress and tension. It is also important to note that that 7percent boys and 6percent girls remained undecided and could not give a clear answer to the question, and around 1percent refused to answer the question (Figure 44).



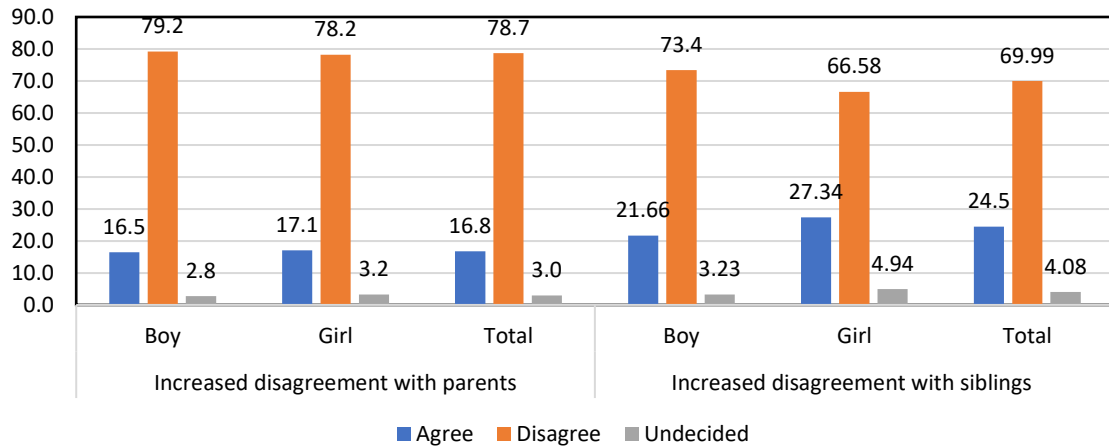
Students were also asked if they feel fearful when there is a conflict at home. Around 69percent students agreed that conflict at home was very fearful for them while 29percent remained undecided and 2percent did not answer the question (Figure 45). Interestingly, the percentage of boys feeling fearful in this class group was almost 7 percent higher than the girls.

Figure 45: When there is conflict at home, do students of class IX-XII feel fearful?



Students were also asked to reflect if their relationship with their parents and siblings had gone through any change. Hence, they were asked whether their disagreements with their parents and siblings had increased during this period. About 79percent boys and 78percent girls stated that there was no increase in disagreements with their parents (Figure 46).

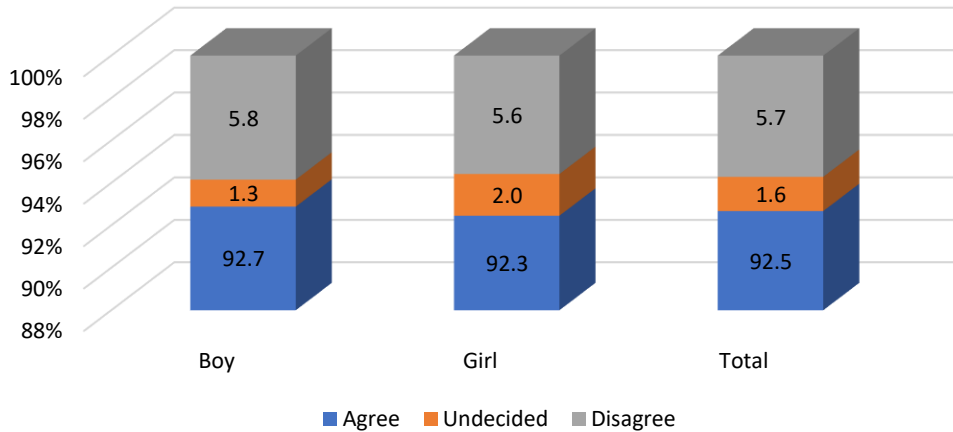
Figure 46: Increase in disagreements with parents and siblings of students of class IX to XII



With regard to increase in disagreement with siblings, about 73percent boys and 67percent girls stated that there was no increase in it. Amongst those who stated that disagreements with siblings had increased, the proportion of girls was almost 6percent higher than that of boys. (Figure 46)

When students were asked if they received enough encouragement and support from their parents and siblings, almost 93percent boys and girls agreed, while 6percent said that they were not receiving required encouragement support from their families (Figure 47)

Figure 47: Do Students of Class IX-XII get Encouragement and Support from their Parents and Siblings?



3.1.4 DISCUSSION

The survey with students across class groups highlighted that majority students came from low income households with fathers mostly working as casual workers or self-employed engaging in petty business and mothers mostly being homemakers. Though only a negligible proportion of students reported that their mothers worked as domestic workers or support staff, it is possible that this percentage is higher than what is reported as students may not have liked to inform about their mother’s work due to lack of dignity associated with working as domestic worker or support staff. Majority also were found to be residing in one or two room residences with family members of four or more than four. Thus, space restrictions specifically considering the stringent covid norms during lockdown must have been extremely challenging for all class groups in terms of attaining some level of quality learning through online mode of education.

Other challenges in terms of schooling for most students during the period of school closure included difficulty in attending classes regularly due to limited or poor internet connectivity and partial or no access to device and difficulty to understand concepts due to lack of discussion and inability to ask questions or clear doubts. This appeared to be more of a problem for students of class IX-XII than other class groups.

In terms of activities done by students during period of school closure, majority students across class groups stated that they either attended online classes or read books and comics. Students also reported helping with housework, playing video games and going outside to meet friends as other activities. However, the gender gap in terms of who does what activities was quite stark, as more girls reported helping at home while more boys reported spending time on videogames, telephone and going out to play. The fact that maximum students reported

spending time on reading books and comics could be because students felt the pressure to give more acceptable answers rather than what they actually did.

With regard to mental health and well-being of students, majority reported feeling happy and motivated and stated that they received support and encouragement from their parents and siblings. However a significant proportion also reported being frustrated and angry. Stress and anxiety in relation to regular studies and exams was also reported by a significant proportion of students. This proportion was higher for students of class IX-XII than other two class groups. Small proportion of students across class groups of VI-VIII and IX-XII also reported increase in conflict and tension at home and this may have also added to the stress, anxiety and fear students experienced during this period. However, positively majority of students of across class groups did not feel that their relationship with their parents or siblings and friends had in anyway been negatively impacted. Majority stated that their disagreements with parents and siblings had not seen an increase during this period of school closure and online schooling. Also a significant proportion of students of class I-V reported practicing mindfulness on regular basis and students of class VI-VIII and IX-XII reported that they received lot of support from school and their teachers.

3.2 FINDINGS FROM THE SURVEY CONDUCTED WITH PARENTS

In order to understand the challenges that students faced in continuing their learning and education and impact it had had on their mental and emotional well-being, parents of students were asked several questions around schooling and the challenges around it and about the behavioural changes they may have perceived in their children. They were also asked questions on impact that the Covid-19 pandemic, the subsequent lockdown and school closure had on their households and their own mental and emotional well-being. This section attempts to lay out the responses of the parents separately for each class group. It first details the comprehensive profile of the parents and then in separate sections for each class group of I-V, VI-VIII and IX-XII lays down the responses of the parents in relation to the challenges their wards faced due to school closure and shift to online classes and the impact that this may had had on their wards' mental and emotional well-being.

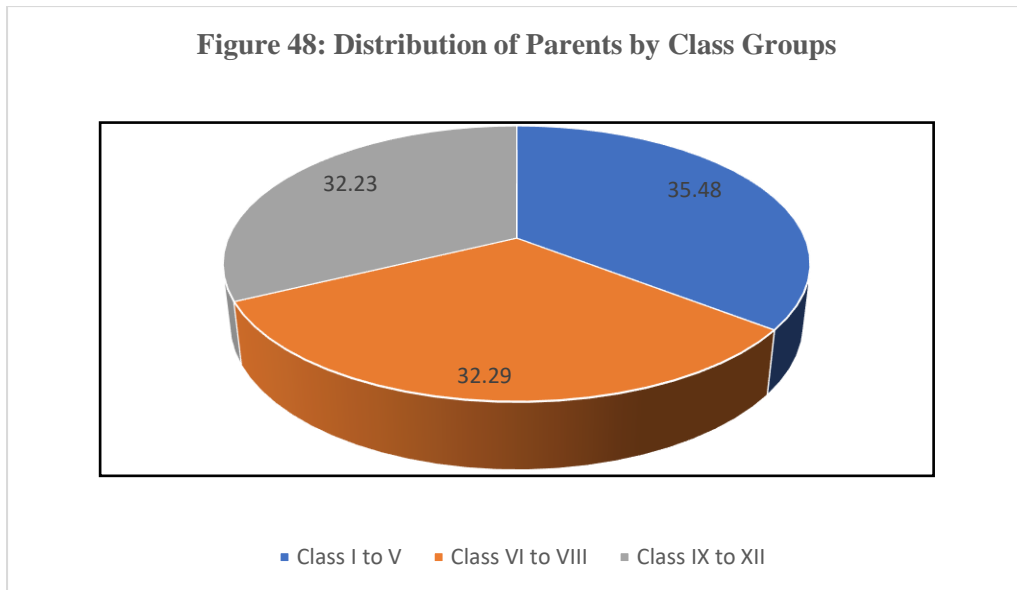
3.2.1 PROFILE OF PARENTS ACROSS CLASS GROUPS

Table 9 below highlights that the distribution of the parents whose children were studying in class I-V is slightly more at 35percent compared to the 32percent of parents who had children studying in either class VI-VIII or in class IX-XII.

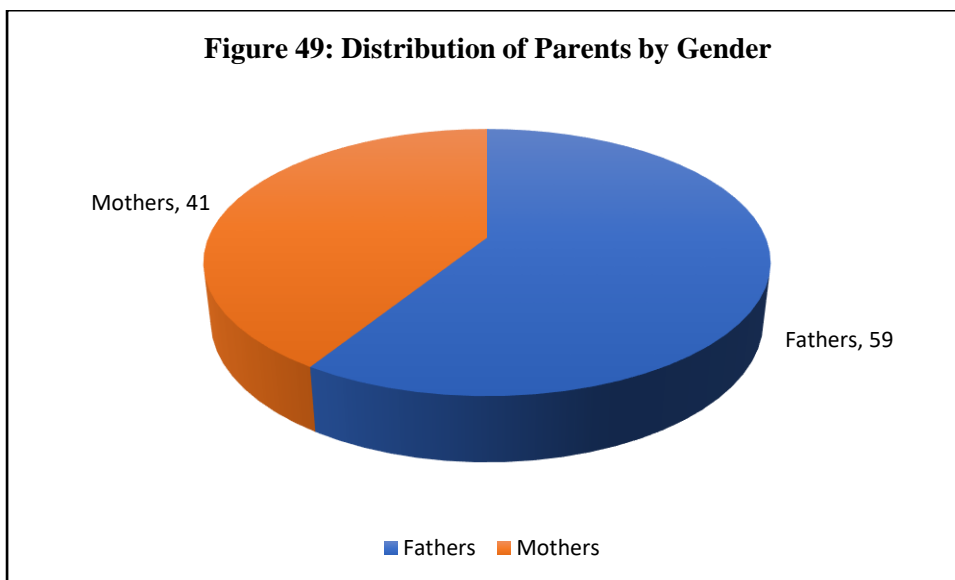
Table 9: Actual and Planned Sample Size of Parents

Class Group	Total Planned Parents	Actual Sample Parents
Class I to V	560	622 (35percent)
Class VI to VIII	560	566 (32percent)
Class IX to XII	560	565 (32percent)
Total	1680	1753

The distribution of actual sample of the parents surveyed for this study are also given below in Figure 48.



Gender wise distribution of the parents surveyed shows that the sample of fathers covered is more at 59 percent and that of mothers is at 41 percent (Figure 49). Given the barriers that women face with regard to interacting with outsiders such as the surveyors, it is a positive sign that 41percent of women have given their views in this survey about the emotional and mental well-being of their children in the wake of the COVID -19 pandemic.



The survey also collected data in relation to the occupation of the parents. Separate data was collected for both father and mother. Table 10 given below presents this data on occupation separately for each class group. It shows that majority of fathers across class groups were mainly engaged in petty business, followed by employment as support staff, as drivers and as domestic workers. While engagement of fathers as elite professionals was negligible, basic

professionals was between 5 to 7 percent and ownership of big shop or factory was less than 5 percent.

Table 10: Occupation of Fathers and Mothers by Class Groups (in percent)

Occupation	Occupation Category	Father's Occupation			Mother's Occupation		
		Class I-V	Class VI-VIII	Class IX-XII	Class I-V	Class VI-VIII	Class IX-XII
Casual Work	Daily Wage Labourers	7.08	5.8	5.98	2.58	2.33	2.16
	Driver	10.45	13.25	9.38	1.29	1.24	1.24
	Security Worker	9.49	6.89	7.61	0.48	1.06	1.42
	Domestic Worker	10.13	7.24	10.62	4.34	4.24	5.66
	Support Staff (Peon/Cleaner etc.)	17.85	13.78	18.05	2.25	3.53	1.95
	Delivery, Packaging	4.02	3.18	2.83	0	0.35	0.53
	Gardener	0.32	1.59	0.18	0.32	0.18	0
Petty Business	Hawker/Road Side Stall	21.86	26.15	20	2.73	3.71	5.13
Big Business/Self Employed	Shop/Factory Owner	4.18	4.95	3.72	0.48	1.41	0.88
Basic Professionals	Associates/data entry operators/teachers	4.5	5.48	7.43	1.93	0.88	2.3
High profile Professionals	Doctors, Lawyers, Engineers, Bankers	0.64	0.88	0.71	0	0.35	0
Homemaker	Engaged in unpaid domestic/household chores	7.07	6.89	8.14	75.24	75.09	75.04
Not Working	Not engaged in any paid work	0.48	1.06	2.48	7.07	4.06	3.36
Don't Know/Can't Say		0.16	0.35	0.18	0.16	0	0.18
Not Applicable		1.45	1.59	1.95	0.64	1.77	0.35
Refused to Answer		0.16	0.71	0.18	0.32	0.18	0
Total		100	100	100	100	100	100

Similar to the case of students, mothers, across class groups were mainly engaged as homemakers spending time in domestic duties.

With regard to type of residence and family size, it was seen that majority of parent respondents across class groups lived in one or two room houses. Even where family size was five or more than five members, the percentage of families living in one or two room houses remained significantly high across class groups (See Figures 50, 51 and 52)

Figure 50: Type of Residence by Family Size of Parent Respondents of class group I-V

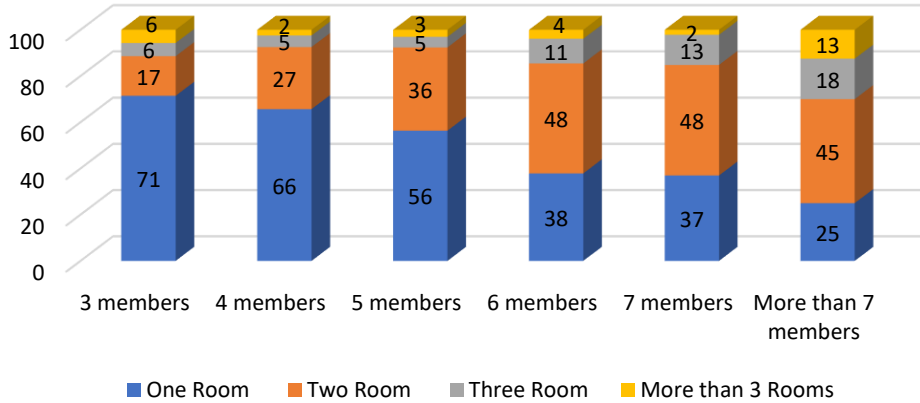


Figure 51: Type of Residence by Family Size of Parent Respondents of class group VI-VIII

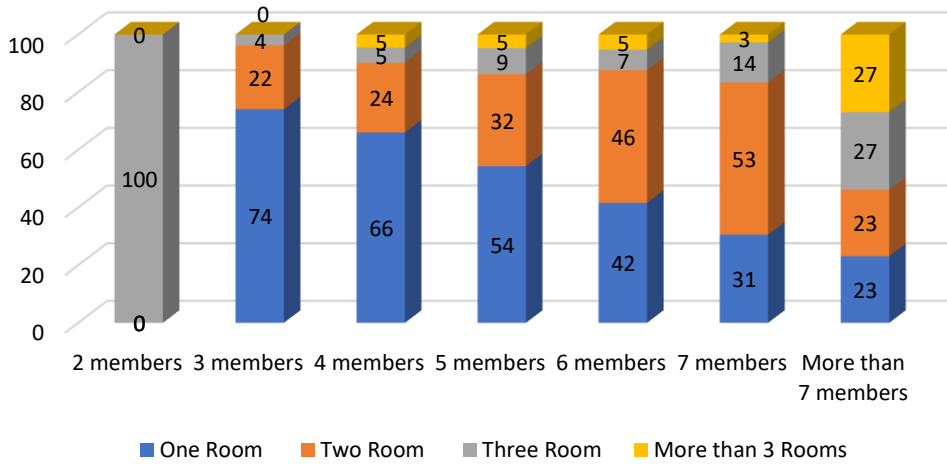
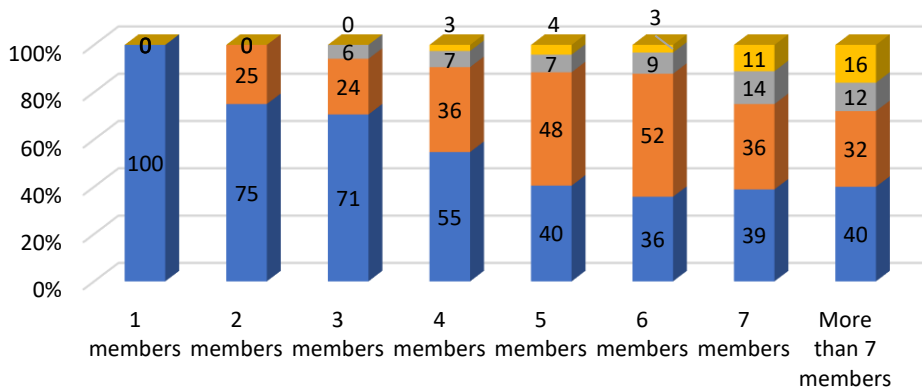
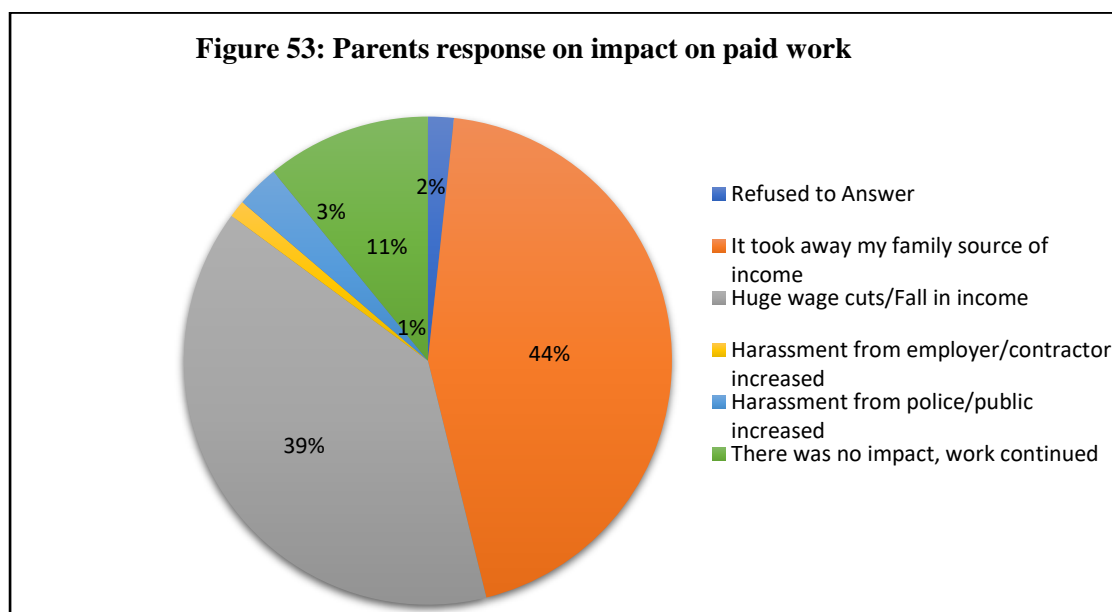


Figure 52: Type of Residence by Family Size of Parent Respondents of class group IX-XII



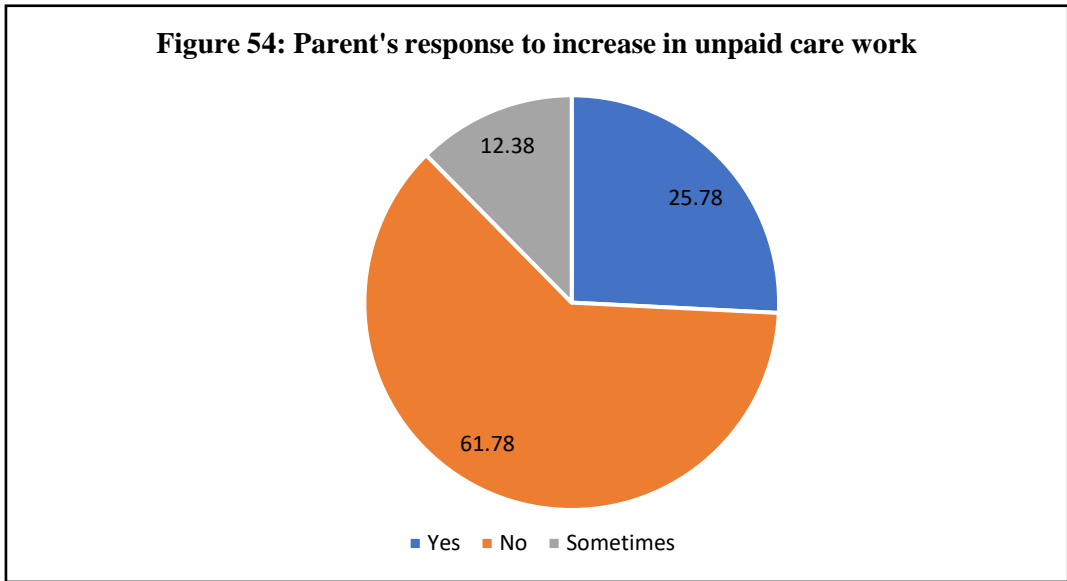
In order to assess the impact that Covid-19 pandemic had on families both socially as well as economically, parents were asked questions around job loss, burden of unpaid work and also ill-health and bereavement in family. 44 percent parents shared that they lost their source of income and 39percent respondents faced wage cuts. This is much higher than that reported by the students as amongst class VI-VIII about 33 percent said that their father suffered job loss and amongst class IX-XII 34 percent stated the same. Few respondents also mentioned harassment by the employer, police or public (6percent). Only 11percent of the parent respondents shared that they were not impacted by the pandemic. It is also important to note that 2 percent parents refused to answer the question as it reflects the discomfort that they may have experienced in terms of talking about the economic struggle that they had to face in the wake of the pandemic. (Figure 53)



With regard to unpaid care work and household domestic chores, it was expected that the closure of schools as well as work places would exasperate the burden since the onset of the pandemic.

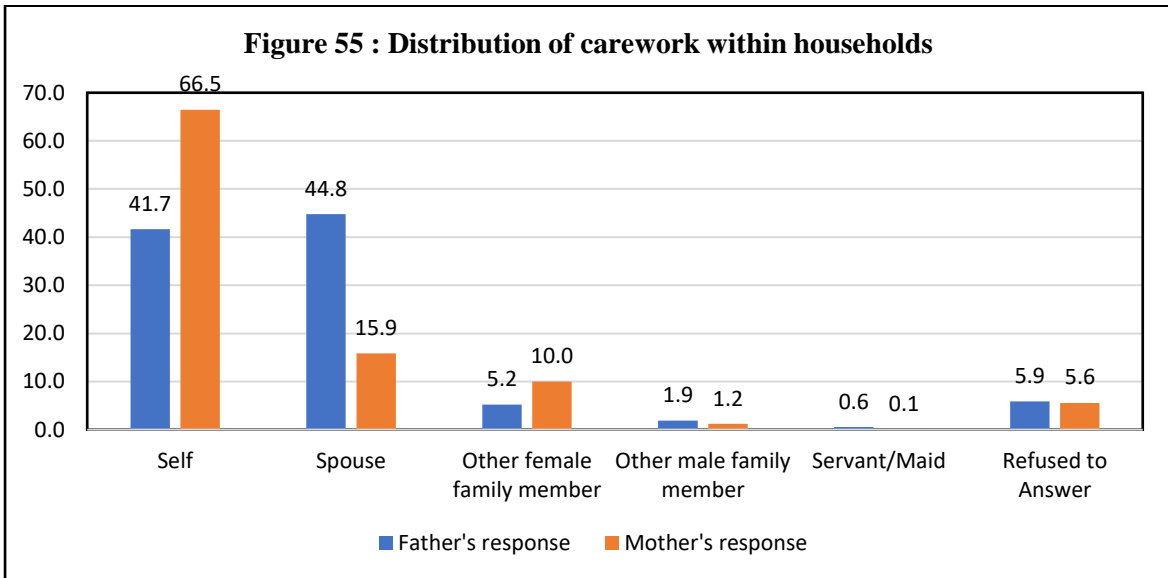
However, during survey with parents only 26percent accepted that they feel that their unpaid care work and domestic chores have significantly increased since the onset of the pandemic and school closure. While 12percent stated that they felt the burden only some of the times, 62percent said that they did not feel any difference in their unpaid care work (Figure 54). However, considering that 59percent of parent respondents were fathers who are usually not directly responsible for unpaid care work as it is mainly seen as work of women, it is possible that the respondents were not able to reflect on the impact that the pandemic, lockdown and shutting down of schools and workplaces had on the excess of unpaid care activities that most women had to perform during this period.

Figure 54: Parent's response to increase in unpaid care work



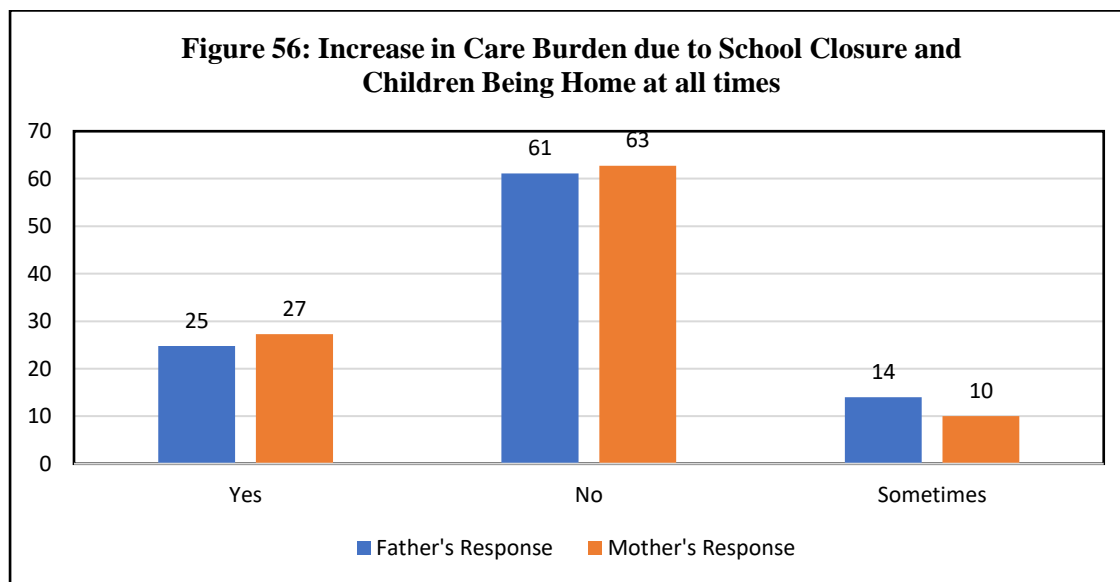
This becomes all the more clear when we try to assess the extent of carework distribution that was prevalent in households. Parent respondents were asked who in the household did most of domestic chores and care work. Amongst the female respondents (mothers) 66.5percent stated that they were responsible and 16percent said that their spouses were responsible. However, amongst male respondents (fathers) 42percent said that they themselves were responsible while 45percent said that their wives were mainly responsible for all household chores (Figure 55).

Figure 55 : Distribution of carework within households



The redistribution of care work was also primarily taken up by other female family members rather than male family members. Around 10percent mother respondents and 5percent father respondents stated that other female members of the household were mainly responsible for carework. On the other hand, only 1.9 percent fathers and 1.2 percent mothers stated that other male members take on responsibility of carework. Thus, it may be inferred that perception of care work remains gendered amongst the respondent households.

Parents were also asked if the school closure had led to increase in their care burden as now children were home at all times. More than 60percent fathers and mothers refuted this. However, 25percent fathers and 27percent mothers agreed that it had increased significantly and 14percent fathers and 10percent mothers said that sometimes they felt that the care burden had increased (Figure 56)



To assess the health related impact of Covid-19, parents were asked if anyone in their families had got severely infected with Covid-19 virus and if so then have they recovered now.

Out of 1753 parents surveyed, only 74 parents (4.2 percent) said that they had family members who were severely infected. Out of these 74 parents, 63 parents reported that all family members had fully recovered from Covid-19. However, the remaining 11 parents reported that they had suffered bereavement in their families.

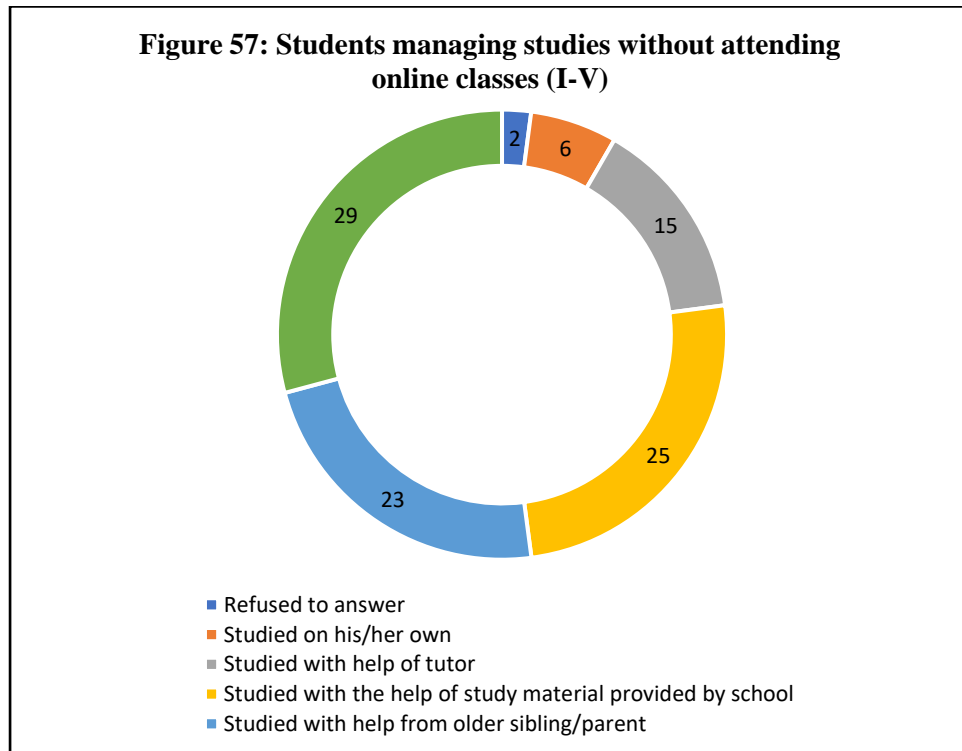
3.2.2 PARENTS RESPONSE REGARDING STUDENTS OF CLASS I-V

This section details out the responses of parents who were surveyed in regard to their wards in classes I-V.

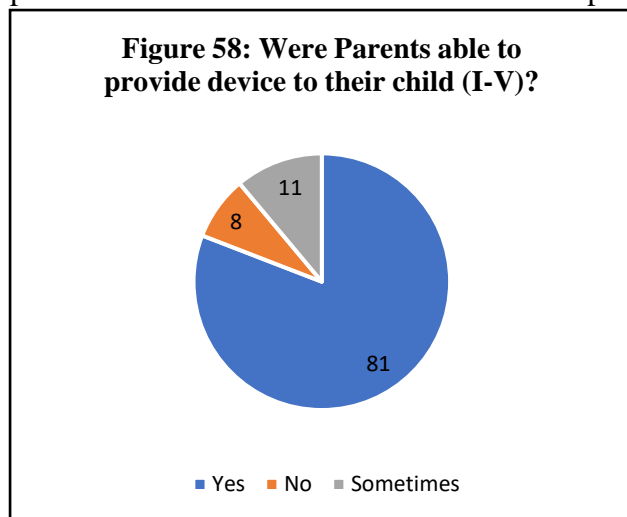
PARENT'S RESPONSE REGARDING CHALLENGES IN ATTENDING ONLINE CLASSES FOR STUDENTS OF CLASSES I-V DURING THE PERIOD OF SCHOOL CLOSURE

About 83percent parents of this class group stated that their wards attended online classes regularly while 8percent said that they only attended it some of the times and another 8percent said that their wards had never attended the online classes.

Parents whose wards were not attending the classes regularly (16percent) were further asked how their wards managed learning and education if they were not attending online classes. 6percent parents stated that their wards studied on their own, 15percent said that they studied with help of tutor, 25percent said that material provided from school was used for studying, 23percent said that an older sibling or parent helped the child to study and 29percent said that their wards did not study at all during this period (Figure 57).



Parents were also asked if they were able to provide device to their wards and if so, then what kind of device was provided. 81percent parents stated that their wards had a device at all times, while 11percent said that their wards had access to device for online classes only some of the times. 8percent parents informed that they could not provide a device to their wards for attending online classes (Figure 58). Amongst those who had access to a device, 99percent parents informed that their wards used smartphones for accessing online classes and learning

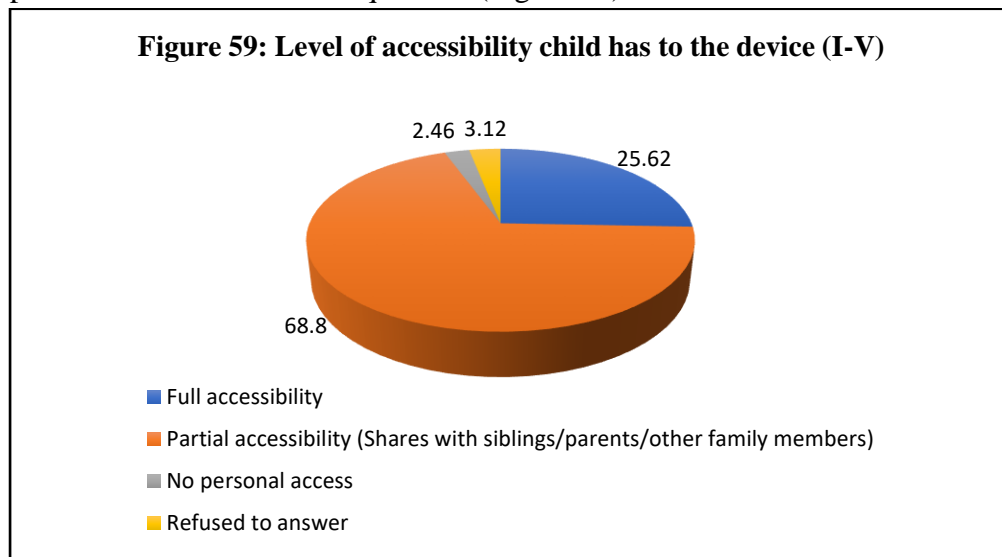


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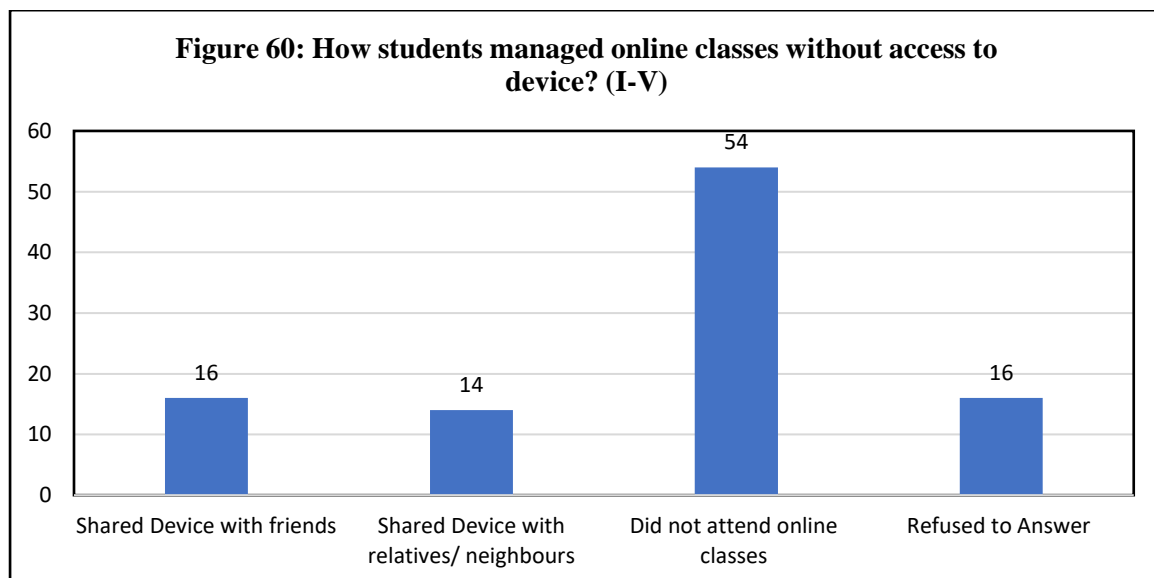
To those parents, who were able to provide device to their wards on regular basis or some of the times (Figure 58), were further asked a question about the level of accessibility their wards had to the device.

Only 26 percent parents stated that their wards enjoyed full access to a device. 69percent stated that their wards shared the device with other family members or

siblings, while 5 percent said that their wards had no personal access to the device. 3 percent parents did not answer this question (Figure 59).

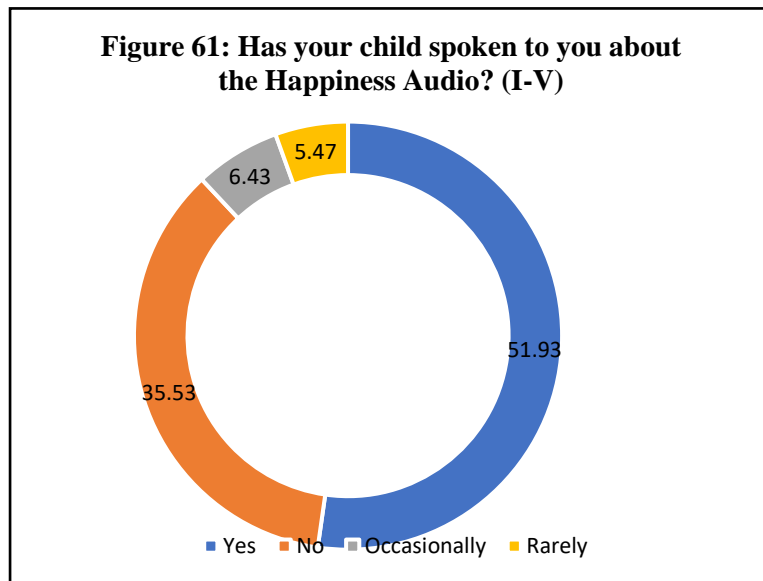


The 11percent parents who could not provide a device to their wards, a probing question was asked to find out how their wards managed attending online classes without regular access to a device. To this, 16percent of these parents informed that their wards shared device with friends, 14percent said that they shared device with relatives or neighbours, and 54percent said that their wards did not attend online classes during this period. 16percent also expressed their discomfort and refused to answer this question (Figure 60).



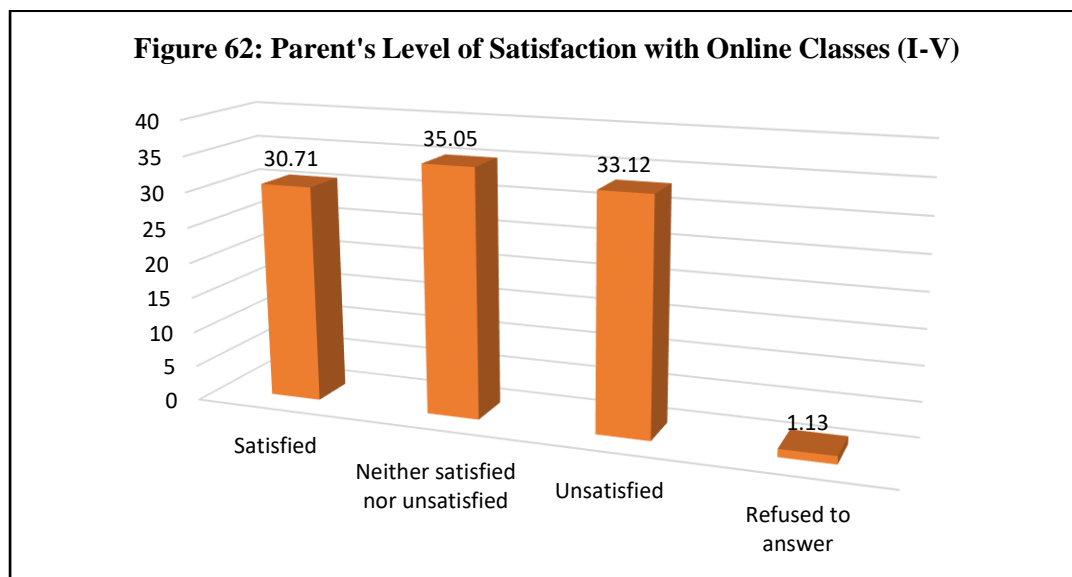
Parents were also asked if their wards had spoken to them about the ‘Happiness Audio’ that

was shared with all students by the schools. Almost 52percent parents shared that their wards have spoken to them about the audio on regular basis but 36percent said that their wards had never spoken to them about it (Figure 61). While 6percent said that their wards mention the audio occasionally to them, 5.4percent parents stated that they had rarely heard about the audio from their children.



Given that the happiness curriculum is being largely implemented in the government schools and is not compulsory for private and aided schools, it can be assumed that the 52percent of parents who responded that they had heard of the happiness audio were sending their wards to government schools.

With regard to the quality of online classes, parents were asked to reflect and answer how satisfied they were with the whole arrangement of the classes through virtual medium. Responses from parents was mixed to this question. While 31percent parents were satisfied with the arrangement 33percent stated that they were unsatisfied with the classes and 35percent said that they were neither satisfied nor unsatisfied with the online classes (Figure 62).



PARENTS RESPONSE REGARDING MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS I-V DURING THE PERIOD OF SCHOOL CLOSURE

In order to assess the impact of school closure on mental and emotional well-being of children, parents were asked questions around the changes they perceive in the mood and behaviour of their child. More than 50percent parents were concerned that their child had no fixed routine and no physical activity, 47percent stated that their child had disturbed sleeping patterns and 35percent felt that their child was eating less than his/her usual diet. In terms of mood patterns, 43percent stated that their child is more irritable now and 42percent said that s/he loses temper quite often (Table 11).

Table 11: Parent’s response regarding perceived behavioural changes in their child of class I-V (in percent)

Perceived Behavioural Changes in Children	Agree	Disagree	Not Sure/Don’t Know
S/he has been eating lots of junk food (Pizza, Burger, Fried food)	21	74	4
S/he has been eating more than her regular diet	27	68	5
S/he has been eating less than her usual diet	35	60	4
S/he goes to play outside regularly	30	67	3
S/he has been having disturbed sleep pattern (sleeping more or less)	47	49	3
S/he has no fixed routine	53	41	5
S/he has no physical activity	59	37	3
S/he gets irritated easily	43	56	1
S/he gets angry on small things	42	56	2
S/he meets her friends very often	31	64	4
S/he likes staying alone at home	20	77	2

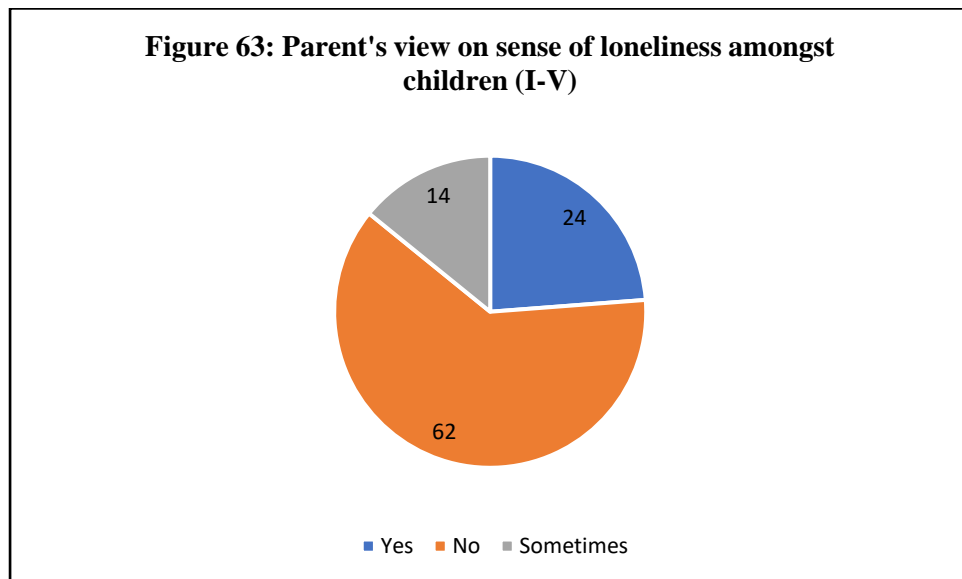
About 67percent said that their child does not go out to play regularly and 64percent said that their child was not able to meet his/her friends on regular basis (Table 11).

Routines offer the chance to build self-confidence, curiosity, social skills, self-control, communication skills. On the other hand no routines add to anxiety and uncertainty especially among young children¹⁶. (Arlinghaus KR, 2018 Dec 29;13(2))¹⁷

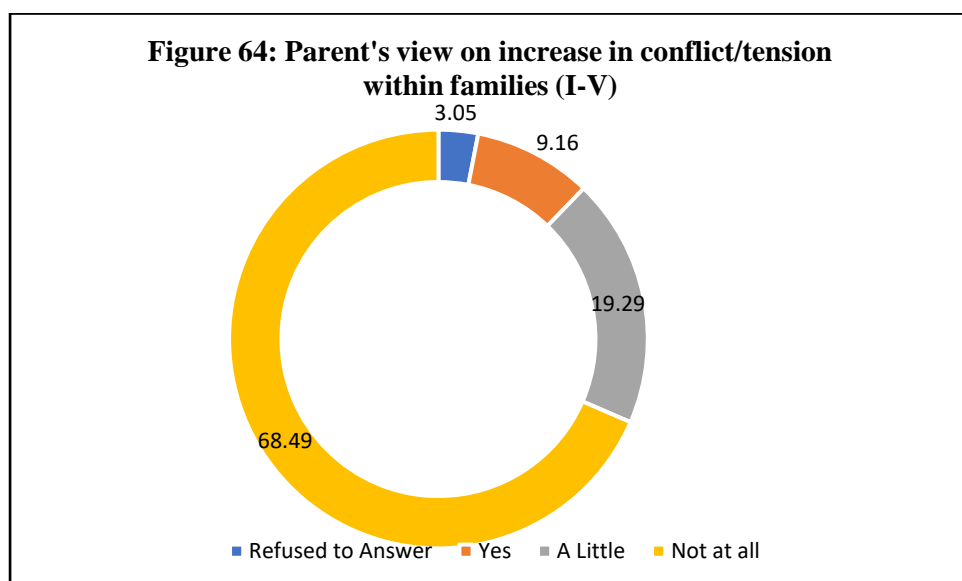
¹⁶ <https://www.zerotothree.org/resources/223-creating-routines-for-love-and-learning>

¹⁷ Arlinghaus KR, J. C. (2018 Dec 29;13(2)). The Importance of Creating Habits and Routine. *Am J Lifestyle Med.*, 142-144

Some parents thus were concerned that their child had become lonely. While 24percent said that their child felt lonely all the time, 14percent were of the view that the child experienced loneliness some of the time (Figure 63).



Parents were also asked if they felt that conflict and tension amongst their family members had increased. This question was asked as it was felt that due to job loss, decrease in income and inability to go out due to stringent covid related norms along with the understanding of restricted spaces for all family members could have led to friction between family members. Though 69percent parents denied any increase in conflict and tension in their households, almost 10percent parents agreed that there had been an increase in conflicts between family members and almost 20 percent stated that conflict and tension had increased to some extent (Figure 64).

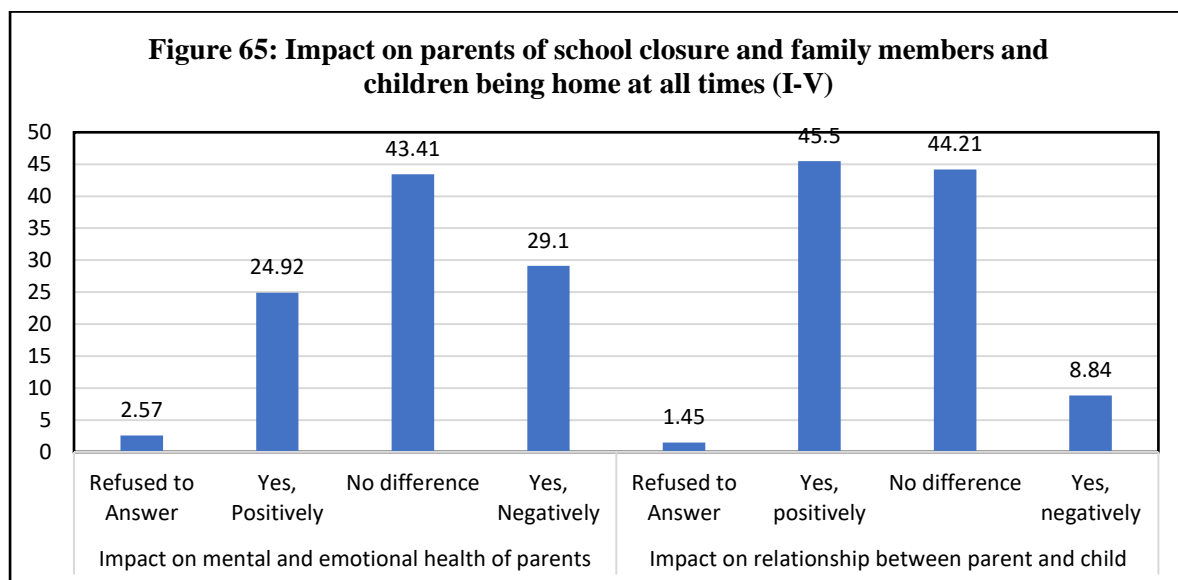


When response of father’s and mother’s in this regard was looked at separately, it was found that the proportion of mother’s who denied any such increase in conflict was almost 5percent higher than the father’s. Also more mothers refused to answer this question than the fathers (Table 12).

Table 12: Response of Father and Mother regarding Increase in Conflict and Tension within families (I-V)

Response regarding increase in conflict	Father’s	Mother’s
Refused to Answer	2.87	3.35
Yes	9.14	9.21
A Little	21.15	16.32
Not at all	66.84	71.13
Total	100	100

With regard to mental and emotional impact on parents is concerned, parents were asked whether the presence of all family members and especially children at all times, had any impact on their mental health and well-being and their relationship with their children. While almost 43percent parents stated that they did not feel any difference and 25percent felt that presence of all family members at home had a positive impact on their mental health; around 30percent accepted that they felt that their own mental and emotional health had suffered a negative impact due to the lockdown and all family members being home all the time (Figure 65).



With regard to impact on relationship with children is concerned, only about 9percent parents stated that their relationship with their child had suffered negative impact during this period. A significant proportion of parents negated this, with 45.5percent stating that their relation with their child had been positively impacted with their child being home all the time, and 44percent stated that they felt no difference in their relationship with their child (Figure 65).

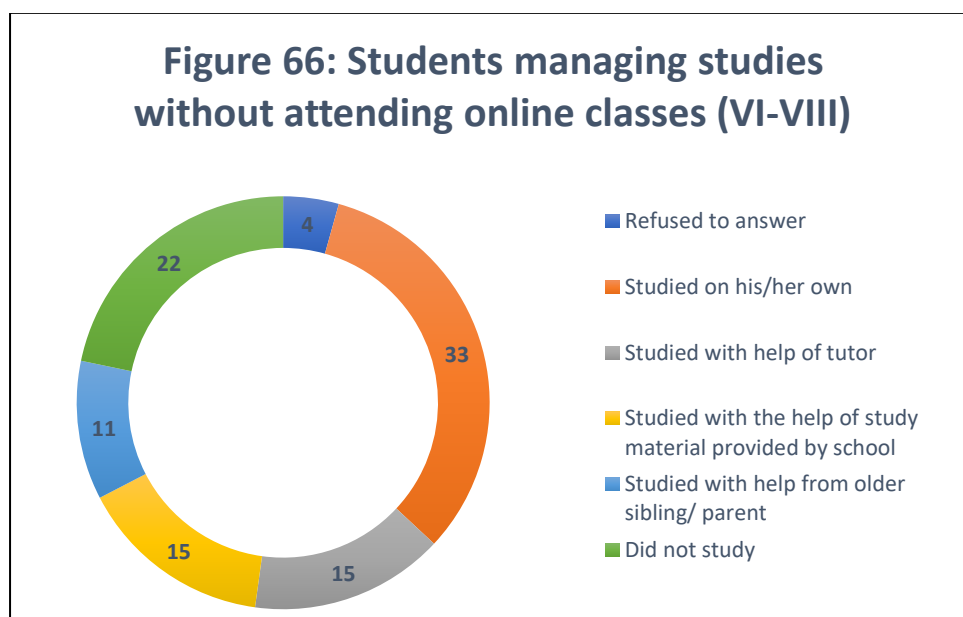
3.2.3 PARENTS RESPONSE REGARDING STUDENTS OF CLASS VI-VIII

This section details out the responses of parents who were surveyed in relation to their wards in classes VI-VIII.

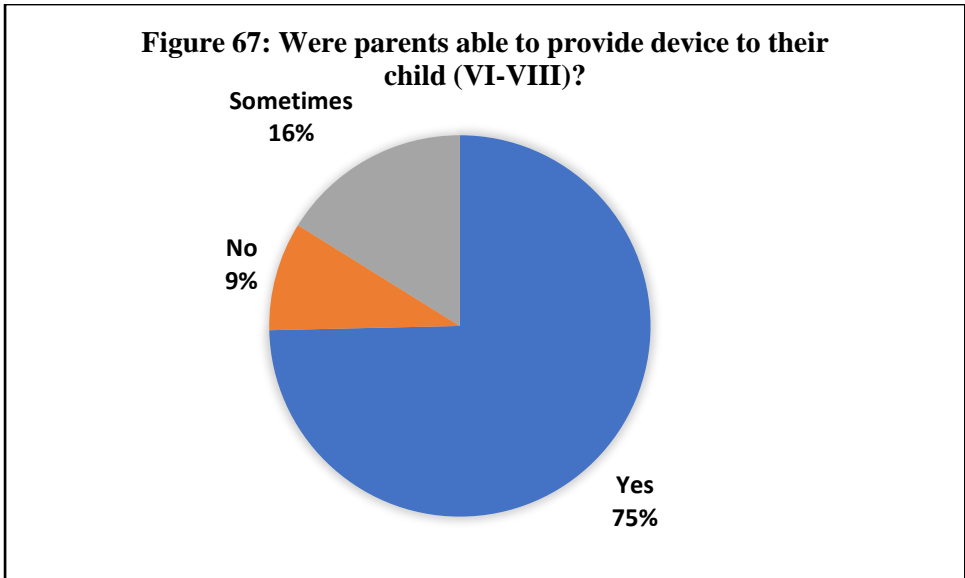
PARENT'S RESPONSE REGARDING CHALLENGES IN ATTENDING ONLINE CLASSES FOR STUDENTS OF CLASSES VI-VIII DURING THE PERIOD OF SCHOOL CLOSURE

Amongst Parents of class group VI-VIII 80 percent stated that their wards attended online classes regularly while 11percent said that they only attended it some of the times and another 8percent said that their wards had never attended the online classes.

Parents whose wards were not attending the classes regularly (19 percent) were further asked how their wards managed learning and education if they were not attending online classes. 33percent parents stated that their wards studied on their own, 15 percent said that they studied with help of tutor, 15percent said that their wards studied with help of material provided from school, 11percent said that an older sibling or parent helped the child to study and 22 percent said that their wards did not study at all during this period (Figure 66). 4percent of parents of this class group refused to answer this question.

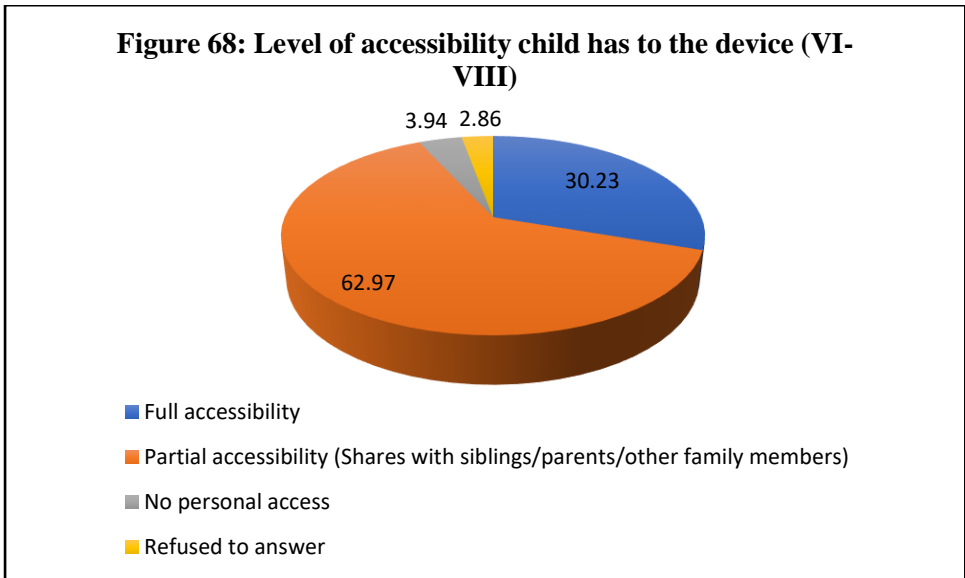


Parents of VI-VIII class group were also asked if they were able to provide device to their wards and if so, then what kind of device was provided. 75 percent parents stated that their wards had a device at all times, while 16percent said that their wards had access to device for online classes only some of the times. 9percent parents informed that they could not provide a device to their wards for attending online classes (Figure 67). Amongst those who had access to a device, 98percent parents informed that their wards used smartphones for accessing online classes and learning material, 1percent used Tablet and 1percent had access to a laptop/desktop computer.



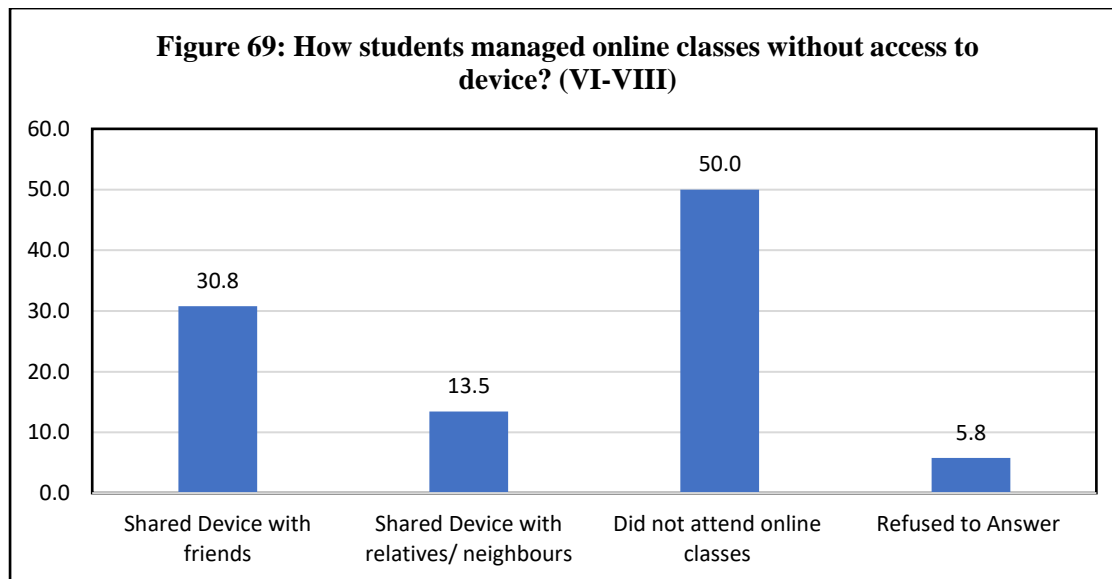
To those parents, who were able to provide device to their wards on regular basis or some of the times (Figure 67), were also asked about the level of accessibility their wards had to the device.

While 30percent parents stated that their wards enjoyed full access to a device, almost 63percent stated that their wards only had partial access to the device and had to share it with other family members or siblings. 3.9 percent said that their wards had no personal access to the device and almost 3percent parents did not answer this question (Figure 68).

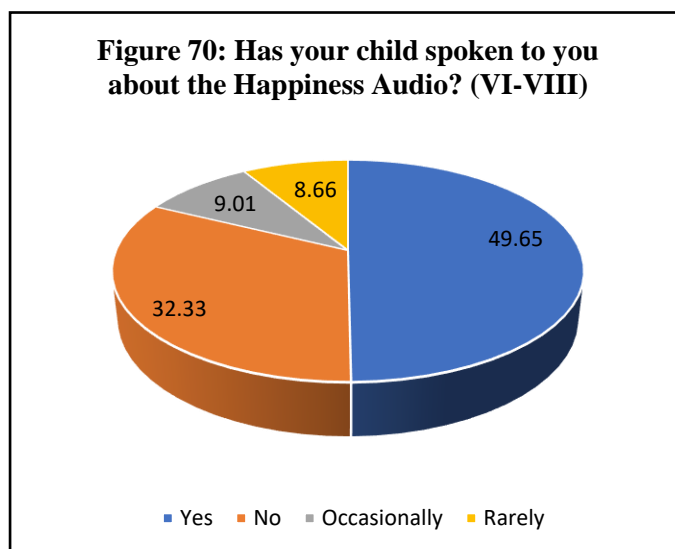


The 9 percent parents who could not provide a device to their wards, were further asked how their wards managed attending online classes without regular access to a device. To this, almost 30percent parents informed that their wards shared device with friends, 13.5 percent said that they shared device with relatives or neighbours, and 50 percent said that their wards did not

attend online classes during this period. About 6percent parents also refused to answer this question (Figure 69).



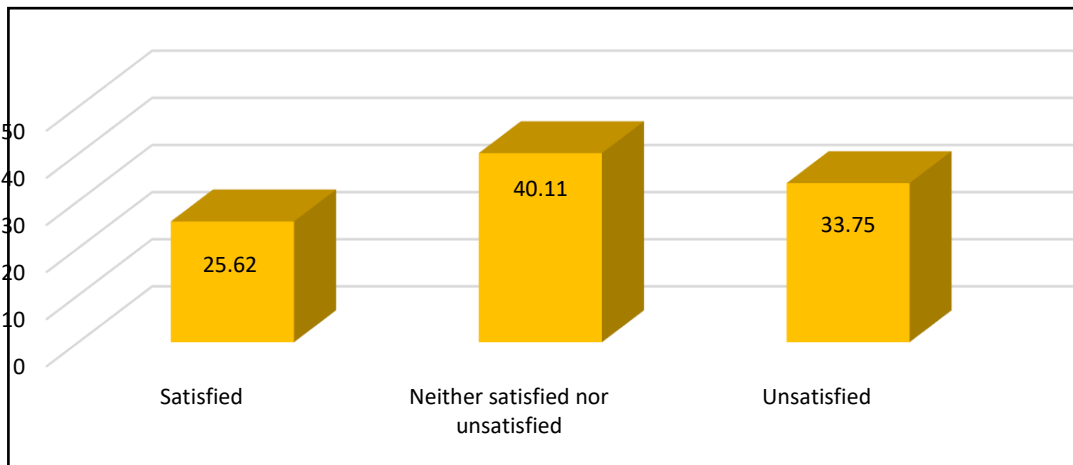
Parents were also asked if their wards had spoken to them about the ‘Happiness Audio’ that was shared with all students by the schools. Almost 50 percent parents shared that their wards



have spoken to them about the audio on regular basis but 32 percent said that their wards had never spoken to them about it (Figure 70). While 9percent said that their wards mention the audio occasionally to them, another 9 percent parents stated that they had rarely heard about the audio from their children. Overall, 58 percent parents of students of class I-V and 59percent parents of students of class VI-VIII had most often heard about the ‘Happiness Audio’ from their wards.

With regard to the quality of online classes, parents were asked to reflect and answer how satisfied they were with the whole arrangement of the classes through virtual medium. Responses from parents was mixed to this question. Only about 26percent parents stated that they were satisfied with the arrangement, while 34percent stated that they were unsatisfied with the classes and more than 40 percent said that they were neither satisfied nor unsatisfied with the online classes (Figure 71).

Figure 71: Parent's Level of Satisfaction with Online Classes (VI-VIII)



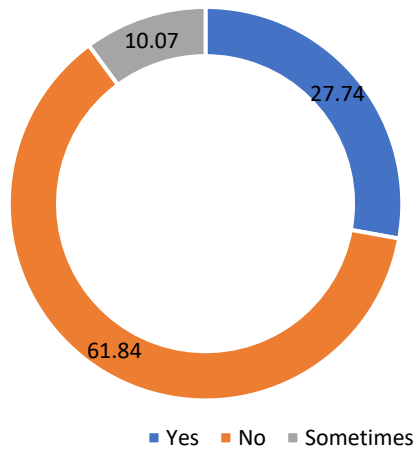
PARENTS RESPONSE REGARDING MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS VI-VIII DURING THE PERIOD OF SCHOOL CLOSURE

With regard to mental and emotional well-being of their child, parents of class group of VI-VIII were also asked questions on the changes they perceived in their child’s behaviour and daily routine patterns. More than 50 percent parents were concerned that their child had no fixed routine and no physical activity, 44 percent stated that their child had disturbed sleeping patterns and 28 percent felt that their child was eating less than his/her usual diet. In terms of mood patterns, 42 percent stated that their child is more irritable now and 44 percent said that s/he loses temper quite often. 34 percent also agreed that their child likes to remain alone and 65percent said that their ward does not meet their friends often. 68 percent also said that their child does not like to go out to play regularly (Table 13).

Table 13: Parent’s response regarding perceived behavioural changes in their child of class VI-VIII (in percent)

Perceived Behavioural Changes in Children	Agree	Disagree	Not Sure/Don’t Know
S/he has been eating lots of junk food (Pizza, Burger, Fried food)	16	75	8
S/he has been eating more than her regular diet	26	69	4
S/he has been eating less than her usual diet	28	64	7
S/he goes to play outside regularly	24	68	7
S/he has been having disturbed sleep pattern (sleeping more or less)	44	48	7
S/he has no fixed routine	57	40	3
S/he has no physical activity	53	43	2
S/he gets irritated easily	42	53	5
S/he gets angry on small things	44	49	6
S/he meets her friends very often	29	65	5
S/he likes staying alone at home	34	63	2

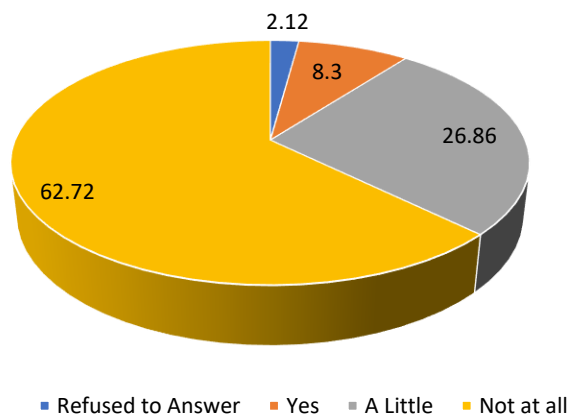
Figure 72: Parent's view on sense of loneliness amongst children (VI-VIII)



With regard to increasing sense of loneliness amongst children, almost 28percent parents felt that there was increased sense of loneliness experienced by their child, while 11percent were of the view that the child experienced loneliness some of the times (Figure 72). However, a significant proportion of parents (61.8percent) did not feel that their child was experiencing an increased sense of loneliness.

Parents were also asked if they felt that conflict and tension amongst their family members had increased. About 8percent parents agreed that there had been an increase in conflict and tension within their households, and 26.8percent said that it had increased but only to a limited extent. Almost 63percent parents denied any such increase and 2percent parents refused to answer this question (Figure 73).

Figure 73: Parent's view on increase in conflict/tension within families (VI-VIII)

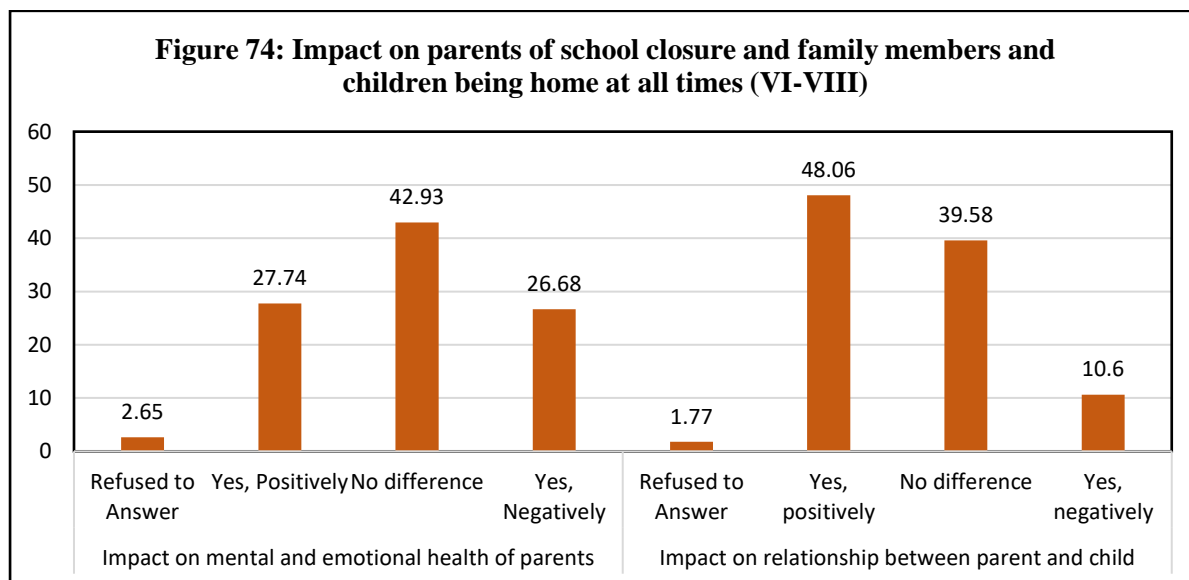


When father's and mother's response to this question was compared, it was found that the proportion of fathers who refused to answer this question was more than mothers (Table 14).

Table 14: Response of Father and Mother regarding Increase in Conflict and Tension within families (VI-VIII) (in percent)

Response regarding increase in conflict	Father's	Mother's
Refused to Answer	2.44	1.68
Yes	7.62	9.24
A Little	28.35	24.79
Not at all	61.59	64.29
Total	100	100

The survey also attempted to assess the impact that the lockdown, everyone being home and school being closed had on the mental and emotional well-being of the parents. While almost 43percent parents stated that they did not feel any difference and 28percent felt that presence of all family members at home had a positive impact on their mental health; around 27percent accepted that they felt that their own mental and emotional health had suffered a negative impact due to the lockdown and all family members being home all the time. About 3percent parents did not answer this question (Figure 74).



With regard to impact on relationship with children is concerned, only about 11percent parents stated that their relationship with their child had suffered negative impact during this period. A significant proportion of parents negated this, with 48percent stating that their relation with their child had been positively impacted with their child being home all the time, and 40percent stated that they felt no difference in their relationship with their child (Figure 74). This is perhaps because the pandemic allowed parents, especially fathers to be at home for much longer time and observe, interact and spend good amount of time with their children.

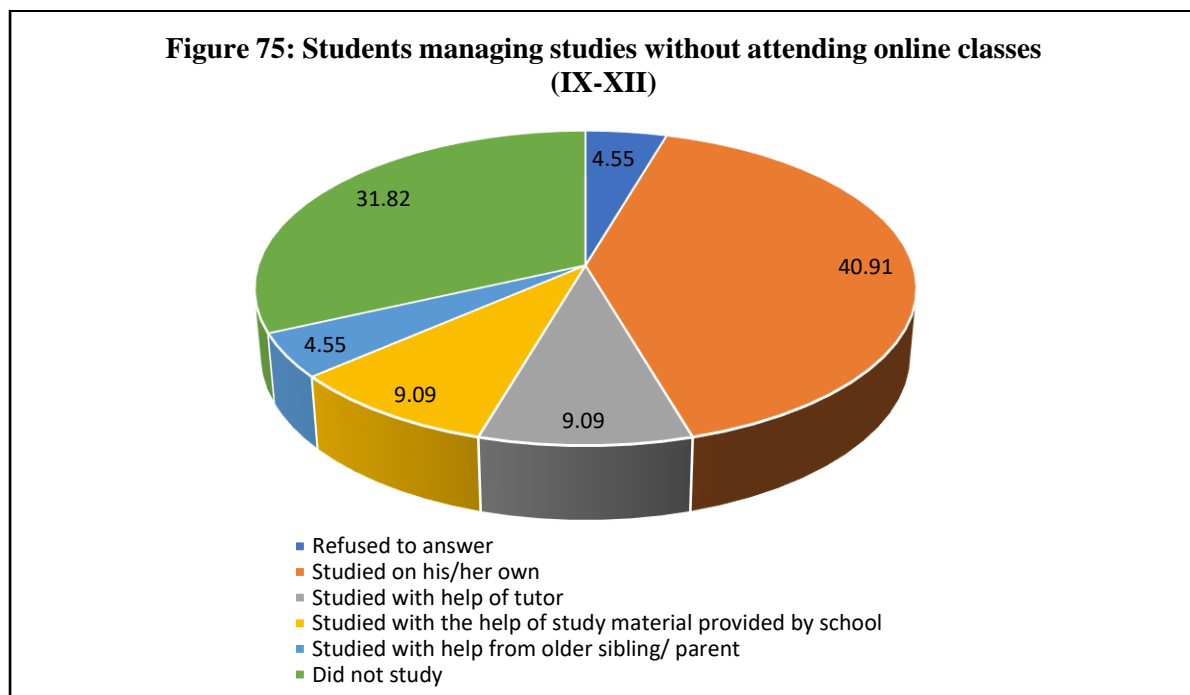
3.2.4 PARENTS RESPONSE REGARDING STUDENTS OF CLASS IX-XII

This section details out the responses of parents who were surveyed in relation to their wards in classes IX-XII.

PARENT'S RESPONSE REGARDING CHALLENGES IN ATTENDING ONLINE CLASSES FOR STUDENTS OF CLASSES IX-XII DURING THE PERIOD OF SCHOOL CLOSURE

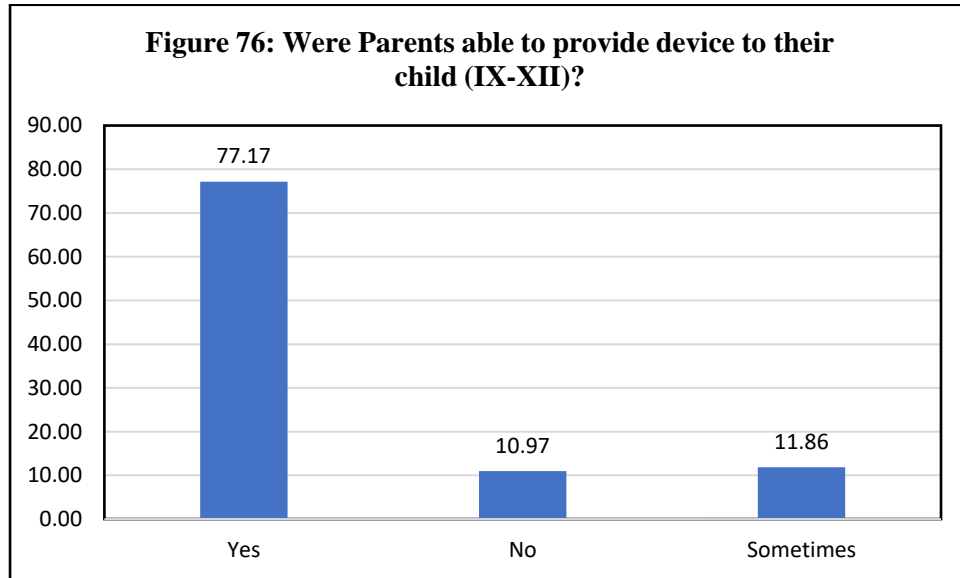
Amongst Parents of class group IX-XII, 86 percent stated that their wards attended online classes regularly while 10 percent said that they only attended it some of the times and only 4percent said that their wards had never attended the online classes. The proportion of parents reporting non-attendance of online classes in this class group was almost half of the percentage of parents who reported the same in other two class groups.

Parents whose wards were not attending the classes regularly (4percent) were further asked how their wards managed learning and education if they were not attending online classes. 41percent parents stated that their wards studied on their own, 9 percent said that they studied with help of tutor, another 9percent said that their wards studied with help of material provided from school, 4.5percent said that an older sibling or parent helped the child to study and almost 32percent parents said that their wards did not study at all during this period (Figure 75). 4.5percent of parents of this class group refused to answer this question.



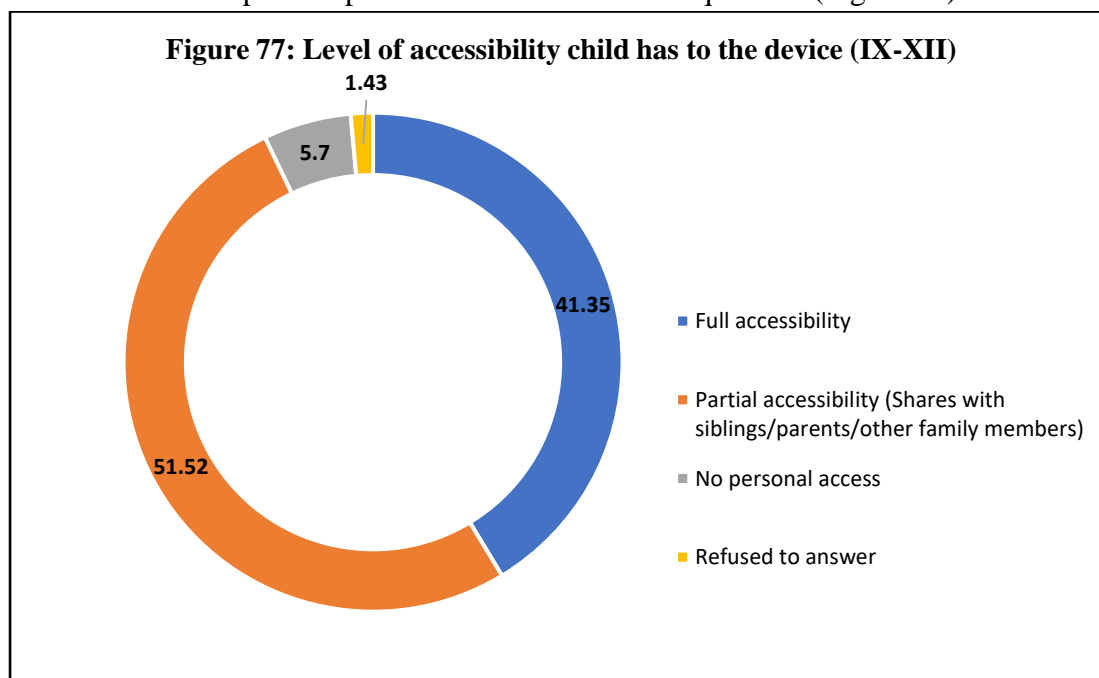
Parents of IX-XII class group were also asked if they were able to provide device to their wards and if so, then what kind of device was provided. Similar to parents of class group I-V and VI-VIII, more than 75percent parents stated that their wards had a device at all times, while 11.8percent said that their wards had access to device for online classes only some of the times.

Around 11percent parents informed that they could not provide a device to their wards for attending online classes (Figure 76). Amongst those who had access to a device, 98percent parents informed that their wards used smartphones for accessing online classes and learning material, 0.5percent said that their wards used Tablet and 1.5percent had access to a laptop/desktop computer.

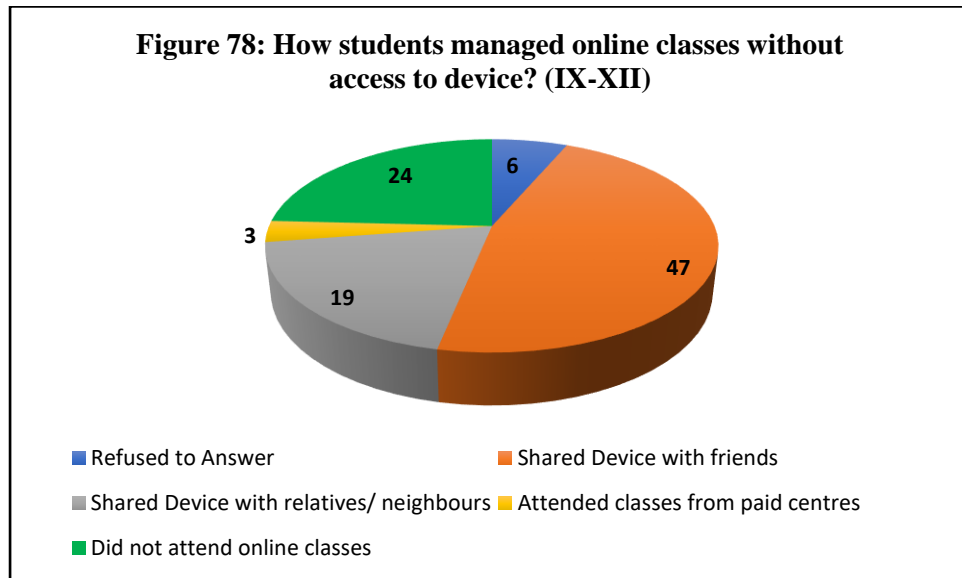


Those parents, who were able to provide device to their wards on regular basis or some of the times (Figure 76), were further probed to understand the level of accessibility their wards had to the device.

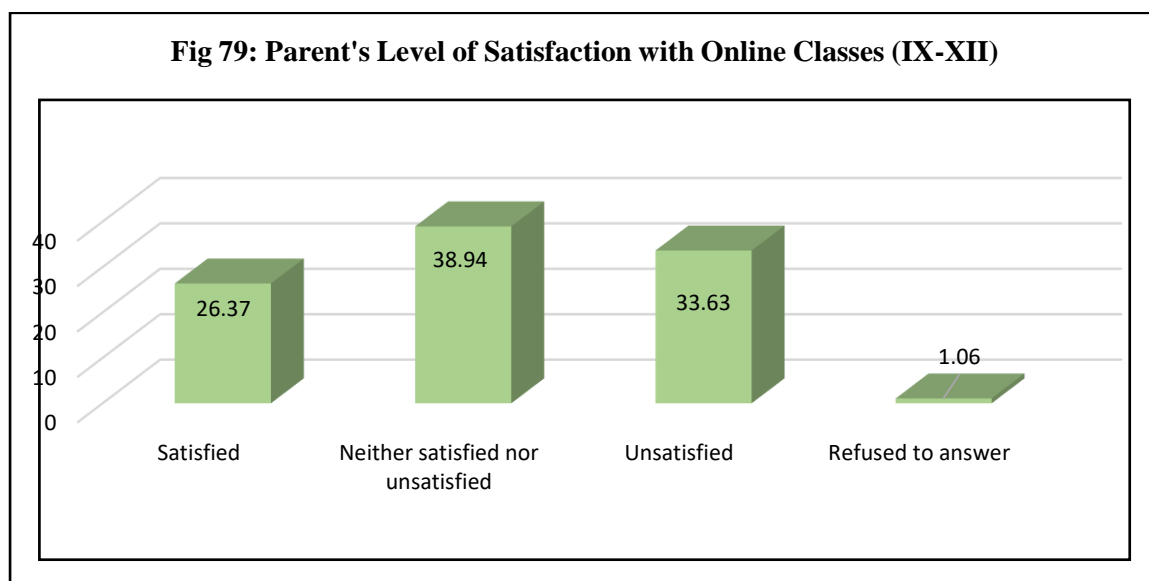
While 41percent parents stated that their wards enjoyed full access to a device, almost 51.5percent stated that their wards only had partial access to the device and had to share it with other family members or siblings. 5.7percent said that their wards had no personal access to the device and 1.4percent parents did not answer this question (Figure 77).



The 11percent parents who could not provide a device to their wards, were further asked how their wards managed attending online classes without regular access to a device. To this, almost 47percent parents informed that their wards shared device with friends, 19percent said that their wards shared device with relatives or neighbours, and 24percent said that their wards did not attend online classes during this period. About 6percent parents also refused to answer this question (Figure 78).



With regard to the quality of online classes, parents were asked to reflect and answer how satisfied they were with the arrangement of the classes through virtual medium. Responses from parents was mixed to this question. Similar to parents of class group of VI-VIII, only 26percent parents of class group of IX-XII, stated that they were satisfied with the arrangement. While 33.6percent stated that they were unsatisfied with the classes and 38.9percent said that they were neither satisfied nor unsatisfied with the online classes (Figure 79).



This distribution of responses clearly indicates that a very significant percentage of parents have a negative view of the online classes and a significant proportion of parents remain undecided as the medium is new and the understanding of what is the quality of learning taking place is not known.

PARENTS RESPONSE REGARDING MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS IX-XII DURING THE PERIOD OF SCHOOL CLOSURE

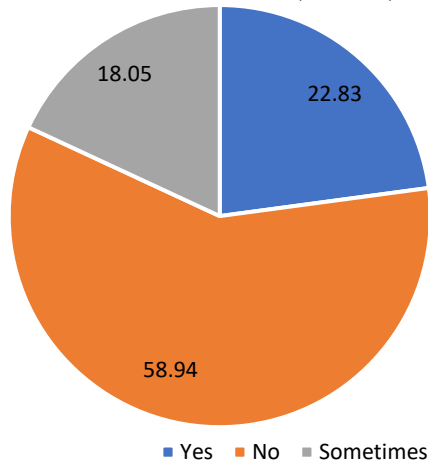
With regard to mental and emotional well-being of their child, parents of class group of IX-XII were also asked questions on the changes they perceived in their child’s behaviour and daily routine patterns. 46percent parents were concerned that their child had no fixed routine and 51.9percent stated that their child did not engage in any physical activity. 40percent stated that their child had disturbed sleeping patterns and 28percent felt that their child was eating less than his/her usual diet. In terms of mood patterns, 43percent stated that their child is more irritable now and 41percent said that s/he loses temper quite often. 26percent also agreed that their child likes to remain alone and 65 percent said that their ward does not meet their friends often. 72.4percent also said that their child does not go out to play regularly (Table 15).

Table 15: Parent’s response regarding perceived behavioural changes in their child of class IX-XII (in percent)

Perceived Behavioural Changes in Children	Agree	Disagree	Not Sure/Don’t Know
S/he has been eating lots of junk food (Pizza, Burger, Fried food)	23.4	72.0	3.0
S/he has been eating more than her regular diet	22.7	74.5	1.6
S/he has been eating less than her usual diet	28.3	68.1	2.1
S/he goes to play outside regularly	22.8	72.4	4.1
S/he has been having disturbed sleep pattern (sleeping more or less)	40.2	55.0	4.4
S/he has no fixed routine	46.0	50.4	3.4
S/he has no physical activity	51.9	43.7	4.3
S/he gets irritated easily	43.2	53.8	2.5
S/he gets angry on small things	41.1	55.2	3.4
S/he meets her friends very often	29.9	65.0	4.1
S/he likes staying alone at home	26.2	69.4	4.3

With regard to increasing sense of loneliness amongst children, almost 22.8percent parents of class group of IX-XII felt that there was increased sense of loneliness experienced by their child, while 18percent were of the view that the child experienced loneliness some of the times (Figure 80). However, a significant proportion of parents (58.9percent) did not feel that their child was experiencing an increased sense of loneliness.

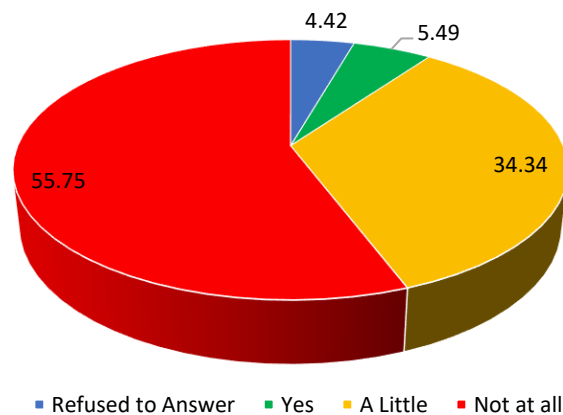
Figure 80: Parent's view on sense of loneliness amongst children (IX-XII)



While many of the responses of the behavioural changes are similar to other class groups, it is to be noted that during adolescent phase, it is said that physical activity is an important part of adolescent development. Given the hormonal changes taking place, outdoor and physical activity play an important role. The pandemic management required no movement and closure of public parks etc which denied possibilities of outdoor play. Similarly, this age group is also a time of building friendships, which was limited due to being locked in.

Parents were also asked if they felt that conflict and tension amongst their family members had increased. While 55.7percent parents denied any such increase in conflict or tension in their households, 5.4percent agreed and confirmed that there was an increase and 34.3percent said that conflict and tension had increased but to a limited extent (Figure 81). 4.4percent parents did not reply to this question.

Figure 81: Parent's view on increase in conflict/tension within families (IX-XII)

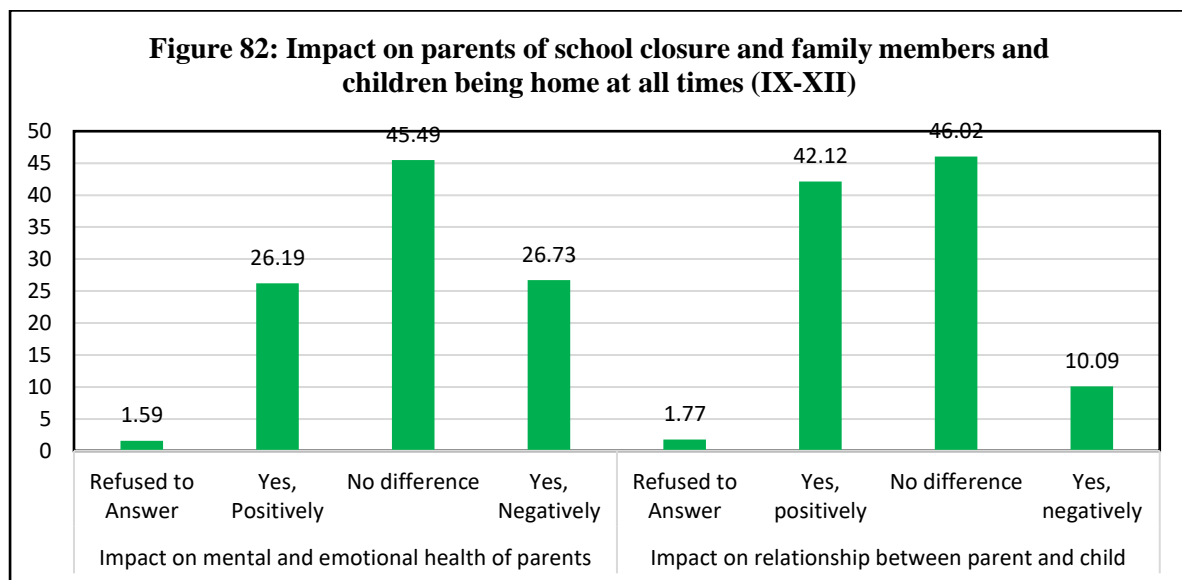


When father’s and mother’s response to this question was compared, it was found that unlike parents of class group of VI-VIII, more mothers refused to answer this question than fathers (Table 16). It is also interesting to note that both fathers and mothers accepted that conflict and tension had increased to a certain extent but the percentage of fathers accepting this was higher than mothers.

Table 16: Response of Father and Mother regarding Increase in Conflict and Tension within families (IX-XII) (in percent)

Response regarding increase in conflict	Father’s	Mother’s
Refused to Answer	3.41	5.79
Yes	4.02	7.44
A Little	37.77	29.75
Not at all	54.8	57.02
Total	100	100

The survey also attempted to assess the impact that the lockdown, everyone being home and school being closed had on the mental and emotional well-being of the parents. While almost 45percent parents stated that they did not feel any difference and 26percent felt that presence of all family members at home had a positive impact on their mental health; around 27percent accepted that they felt that their own mental and emotional health had suffered a negative impact due to the lockdown and all family members being home all the time (Figure 82).



With regard to impact on relationship with children, only about 10percent parents stated that their relationship with their child had suffered negative impact during this period. A significant proportion of parents negated this, with 42percent stating that their relation with their child had been positively impacted with their child being home all the time, and 46percent stated that they felt no difference in their relationship with their child (Figure 82).

3.2.5 DISCUSSION

Survey with parents highlighted that almost similar proportion of parents were surveyed for students of all class groups. However, the percentage of fathers surveyed is higher than percentage of mothers. With regard to the socio-economic profile of parents, it was found to be similar to the socio-economic profile of the students who participated in this survey. Majority worked as casual workers or were self-employed in petty business. Mother's also similar to student surveys, were mostly homemakers. In terms of residence and family size too, it was found that majority parents stayed in one or two room houses with family size of four or more than four. Hence, similar to the case of students interviewed, here too it appeared that space crunch could have been a major challenge for most students during the period of school closure.

With regard to pursuing education through online classes is concerned, a significant proportion of parents stated that their ward attended online classes. However, this percentage was much higher for parents whose wards were in classes IX-XII than those who had wards in classes I-V or VI-VIII. Amongst students who did not manage to attend online classes, it was found that a higher proportion of class I-V students were helped by parents and older siblings or worked with the help of material provided by the school while majority of students in class groups VI-VIII and IX-XII studied on their own. It is important to note that a significant proportion of these students who could not attend online classes across class groups did not study at all. This proportion was highest for the class group of IX-XII and is a cause of real concern as the learning loss must have been tremendous for these students. Specific strategies to identify and bring these students across class groups back to the education system should thus, be given highest priority.

With regard to access to device it was seen that provision of device by parents was higher for class group of I-V instead of VI-VIII and IX-XII. However, full access to the device was more amongst students of class IX-XII than the other two class groups. Partial accessibility was more than 50percent amongst all class groups but was highest for students of class I-V. No access to device was reported by parents from all class groups ranging from 2percent for class I-V to upto 6percent for class IX-XII. For those who had no device, significant proportion of parents of class IV-VIII and IX-XII reported that their wards shared device with friends and family, while more than 50percent parents of class group I-V reported not attending online classes as an impact of non-availability of device.

Parents of class group I-V were found to be more satisfied with online classes than those whose wards were in classes VI-VIII and IX-XII. However, the proportion of unsatisfied parents remained significantly high and in parity across all class groups.

With regard to mental and emotional well-being, parents across class groups were found to be worried about lack of routine and physical activity in their ward's daily lives. They also were of the view that their wards were eating less, had disturbed sleeping patterns and had become

more irritable and temperamental since school closure. Some were also found to be concerned about the increase in sense of loneliness amongst their wards.

Parents were also quizzed regarding their own mental health. While a significant proportion reported job loss and loss of income due to covid, only a small proportion confirmed an increase in conflict and tension at home. Comparison of mother and father response also showed that more mothers denied any such increase than fathers. This should however be considered with the fact that surveys are not always the best method to capture such sensitive issues and may be more probing is required through appropriate methodologies to understand the extent of impact that covid-19 had on households and the mental and emotional well-being of its residents, especially children.

Most parents across class groups were however, of the view that their relationship with their children had improved during this period of school closure. This matches the findings from the student survey too where most had said that they felt supported by their parents and did not see any negative impact on their relationship.

3.3 FINDINGS FROM THE SURVEY CONDUCTED WITH TEACHERS

3.3.1 PROFILE OF TEACHERS ACROSS CLASS GROUPS

Teachers have played a very important role in enabling online learning. They had to almost overnight get equipped with the use of technology to deliver their classes, whether in terms of forming groups of students on WhatsApp, organizing classes online, ensuring attendance and most importantly delivering the content in an online mode. Table 17 shows that a total of 1772 teachers were surveyed in this study across Delhi¹⁸ as against the planned sample of 1680. For teachers of class group VI to VIII, a significant difference between the planned number of teachers and the actual covered is observed in the sample because of the presence of the highest number of “temporary teachers” in most schools for this class group. For the study, only regular employed teachers were to be considered and hence the number of teachers covered in this category is lower than the planned sample.

Table 17: Actual and Planned Sample Size of Teachers

Class Group	Total Planned Teachers	Actual Sample Teachers
Class I to V	560	524 (30%)
Class VI to VIII	560	384 (22%)
Class IX to XII	560	862 (49%)
Total	1680	1770 (100%)

¹⁸ 2 Teachers refused to state the classes they taught and that’s why total number of teachers across classes is 1770 while the total teachers surveyed during the study is 1772.

A further break up of teachers covered in the survey according to the types of school management reveals that around 74 percent of teachers were interviewed from Government schools while 15 percent and 11 percent were from private/DOE aided and aided schools respectively (see Figure 83). This distribution follows from the sample design that sought to cover a higher number of government school teachers and smaller number of teachers from private and aided schools.

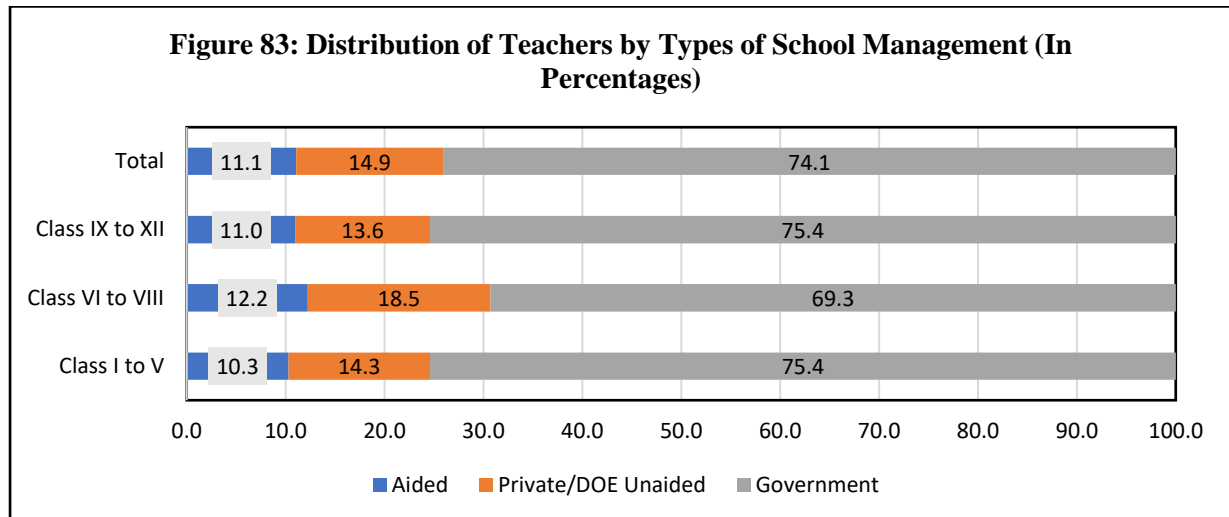


Figure 84, 85 and 86 show the demographic and socio-economic characteristics of the teachers surveyed in the study. Panel A of Figure 84 displays that most of the teachers (64 percent) in the sample were female compared to 36 percent male. An attempt is made to analyse the gender profile of the teachers across the types of school management and it is observed that the majority of the teachers in Government schools are male whereas, in private and aided schools number of female teachers was larger compared to male (see Table 18).

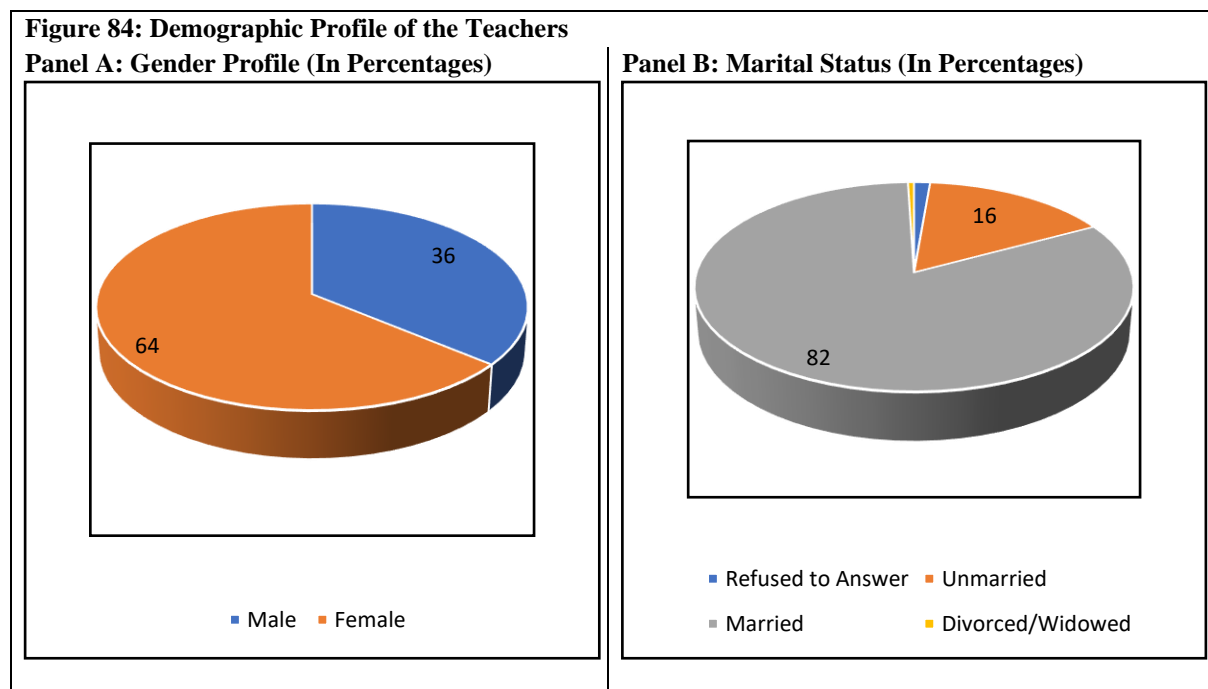
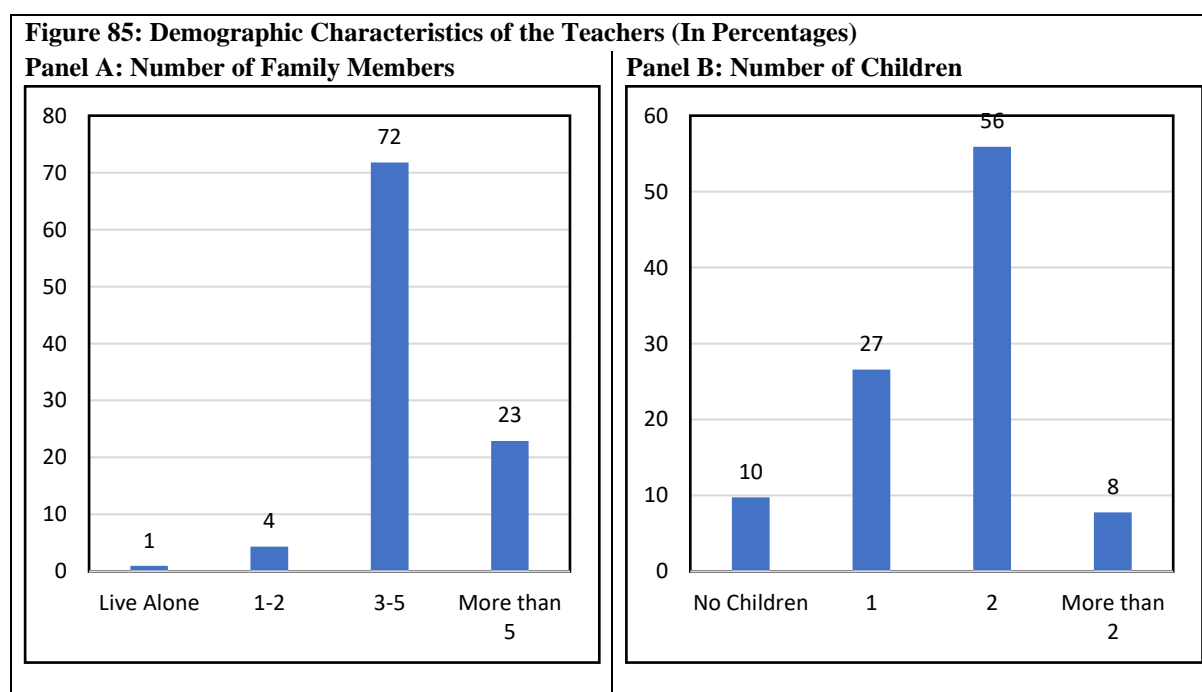


Table 18: Gender-wise distribution of teachers across school management types (In Percentages)

Types of School Management	Teachers		
	Male	Female	Total
Aided	6	13	11
Government	89	66	74
Private/DOE Unaided	5	21	15
Total	100	100	100

Panel B of Figure 84 portrays the marital status of the teachers interviewed in the study. It is important to note that majority of the teachers (8 out of 10) were married while around 16 percent were unmarried.

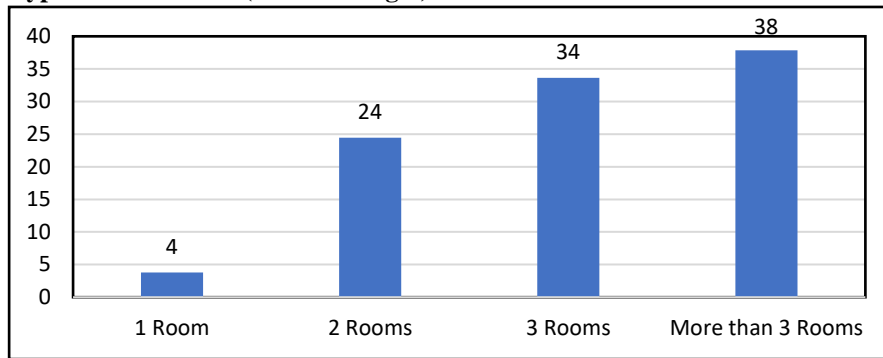
Panel A of Figure 85 describes that more than 70 percent of teachers have three to five members in their family while around 23 percent have reported that they have more than five members in their family. Panel B of Figure 85 represents that 56 percent of the teachers reported having 2 children while 27 percent stated that they have only one child. Another 10 percent of teachers have reported having no children which could be a choice or that they are younger and yet to have children. 8 percent of teachers have reported having more than 2 children which indicates greater care responsibilities, and expenses for these teachers.



In the sample, 72 percent of teachers live in 3 or more than 3 rooms and only 4 percent of teachers live in one room (see Figure 86).

Figure 86: Demographic Characteristics of the Teachers

Types of Residences (In Percentages)



The unpredictability of the pandemic and precariousness around school opening and teaching methodology created worry among parents, teachers as well as students regarding their quality of learning and future. A UNICEF report on school closure impact on the education system in India reflected that most teachers did not perceive remote learning as an effective method of teaching; rather they felt that their own growth was curtailed and they were falling behind¹⁹(UNICEF, 2021). Additionally, other variables such as the location of teachers, gender, unpaid care work increased the burden for teachers to maintain the quality of teaching leading to an immense amount of stress. A study based on teachers in Spain found that a high percentage of teachers showed anxiety and depressive symptoms after reopening the school post lockdown (Ozamiz-Etxebarria, , N., Idoiaga Mondragon, , & N., Buen, 2021)²⁰. Another study based in Poland found that lockdown negatively impacted the coping mechanisms of teachers²¹(Jakubowski and Sitko-Dominik, 2021).

Since the teachers in the sample teach various classes starting from Class I to Class XII, the following sections discuss the changes in the system of schooling owing to school closure and shift to online classes and the mental and emotional well-being of each of the three separate class groups, i.e Class I to V, Class VI to VII and Class IX to XII.

¹⁹ UNICEF. (2021). *Rapid Assessment of Learning During School Closures in the Context of COVID-19*. Delhi: UNICEF.

²⁰ Ozamiz-Etxebarria, , N., Idoiaga Mondragon, , & N., Buen. (2021). Prevalence of Anxiety, Depression, and Stress among Teachers during the COVID-19 Pandemic: A Rapid Systematic Review with Meta-Analysis. *Brain Science*.

²¹ Jakubowski TD, Sitko-Dominik MM (2021) Teachers' mental health during the first two waves of the COVID-19 pandemic in Poland. PLoS ONE 16(9): e0257252. <https://doi.org/10.1371/journal.pone.0257252>

3.3.2 FINDINGS FROM THE SURVEY CONDUCTED WITH TEACHERS OF CLASS I TO V:

IMPACT OF SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES ON TEACHERS:

In addition to assessing the impact of the pandemic on students and their families, the survey also attempted to capture the experience of teachers in terms of shifting to online mode owing to school closure and the impact on their day-to-day life during the pandemic. Out of the teachers surveyed in the study, around 27 percent teach in Classes I to V along with other classes too. Table 19, shows that most of them (98 percent) expressed that they preferred a face-to-face mode of teaching in comparison to an online mode irrespective of the schools they teach.

Table 19: Teachers Response regarding Preferred Method of Teaching by School Management for Class I to V (In Percentages)

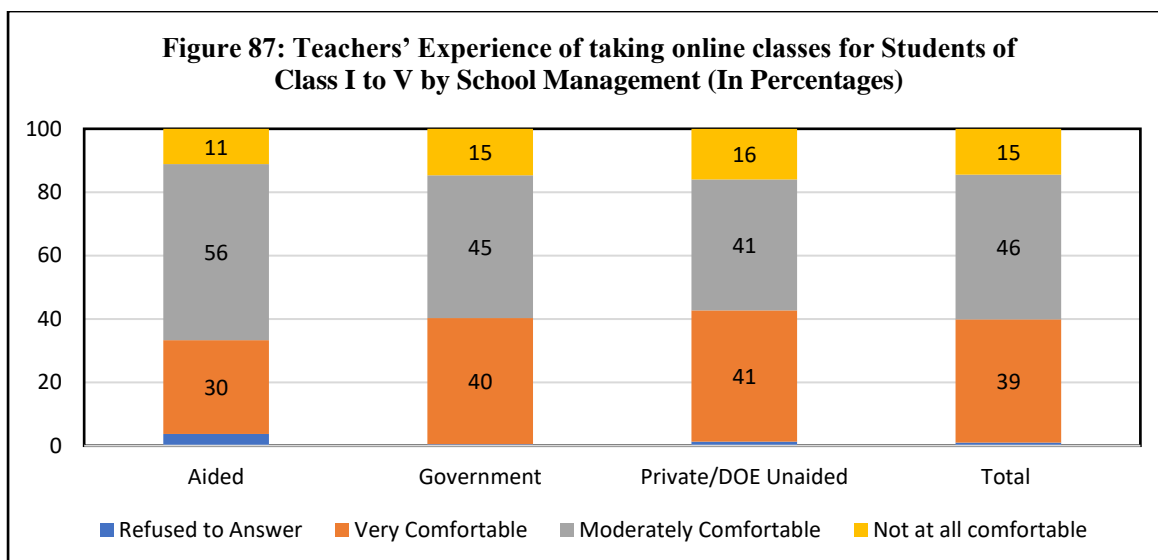
Types of Management	Face to face	Online	Total
Aided	96.3	3.7	100
Government	98.7	1.0	100
Private/DOE Unaided	96	4	100
Total	98.1	1.7	100

The question was also asked whether shifting to online classes has been taxing on the teachers and 61 percent of them believed that the online education system was burdensome for them (see Table 20). There could be several reasons for this including the school curriculum not matching the requirements of digital platforms, challenges in technological access (especially for elderly teachers), availability of resources, connectivity, increased household work, and taking classes online from their home space. However, 39 percent replied that they are okay with the online classes.

Table 20: Teachers Response regarding Whether the shift to online classes has been taxing for Teachers of Class I to V? (In Percentages)

Type of School Management	Yes	Moderately	No	Total
Aided	16.7	38.9	44.4	100
Government	29.4	30.4	40.0	100
Private/DOE Unaided	33.3	37.3	29.3	100
Total	28.6	32.3	38.9	100

Figure 87 describes that 85 percent teachers felt that the shift to online education mode has been comfortable and they could easily adapt to the new education system but around 15 percent found the shift to online mode very uncomfortable and could not adjust to it.



The teachers were also asked several questions that would indicate the status of their emotional and mental well-being. While the answers to most questions suggested that the teachers were able to deal with the changes during this period in a calm and composed manner, the responses did indicate that the shift to online mode had created more stress for them than when they were coming to school on regular basis.

Table 21 presents the gender-wise break-up of the mental and emotional well-being of teachers and 34 percent female teachers compared to 25 percent male teachers said that they do not feel cheerful and in good spirits on most occasions. Similarly, 27 percent female teachers stated that they do not feel fresh and rested in the mornings compared to 23 percent male teachers. 23 percent female and 21 percent male teachers said that they don't feel relaxed and calm. It indicates there is a larger gender gap when it comes to reporting feeling cheerful and in good spirit as well as in feeling rested in the morning. This could be because in most instances female teachers are likely to have to also take care of the housework and other care responsibilities. There is a much smaller gender gap in the reporting of feeling relaxed and calm.

Table 21: Assessing Mental and emotional Well-Being of Teachers by Gender of Class I to V (In Percentages)

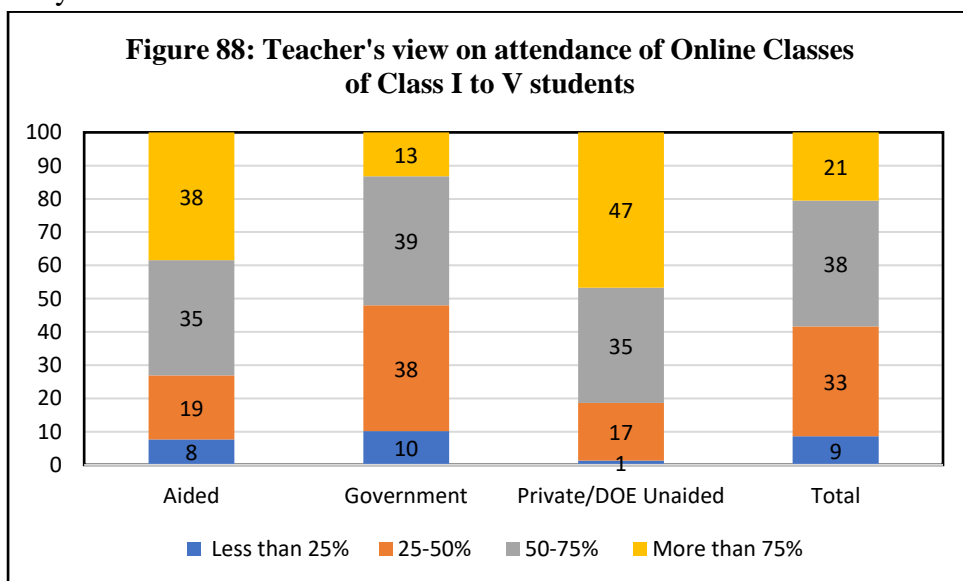
Markers for mental and emotional well-being	Male Teachers			Female Teachers		
	Agree	Disagree	Not Sure/Don't Know	Agree	Disagree	Not Sure/Don't Know
Felt cheerful and in good spirits	66.3	25.3	6.6	60.3	33.8	5.6
Wake up feeling fresh and rested	69.9	22.9	5.4	68.2	27.1	4.2
Felt calm and relaxed	75.3	20.5	2.4	71.5	22.6	5.3
Can calm myself down when scared	89.2	6.0	3.6	88.6	8.9	2.2

Can think of a solution when in trouble	95.2	2.4	1.8	92.5	5.0	2.0
Can control my temper	89.2	7.8	2.4	89.7	7.0	3.1
Know how to react in an unexpected situation	88.6	7.8	2.4	84.4	8.1	6.4

While around less than half of the teachers have been in a negative emotional and psychological state due to the aforementioned issues, more teachers perceived that they were able to better cope with stressful situations during the pandemic. More than 90 percent teachers perceived themselves to be able to find solutions during the pandemic and 89 percent shared that they were able to control their anger. Around 89 percent teachers were able to calm themselves when they felt scared and more than 80 percent teachers knew how to respond to unexpected situations. The crisis presented many unprecedented situations for teachers in terms of additional responsibility of modifying, adjusting and delivering their work in a completely new mode but additionally, it was even more challenging considering the health crisis at a global level.

TEACHER’S PERCEPTION ON SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES: CHANGES IN THE SYSTEM OF SCHOOLING

Figure 88 presents that 21 percent of students of classes I to V had attended more than 75 percent classes during last year but further segregation by types of school management indicates that private schools reported a larger attendance rate (more than 75 percent) of students compared to government schools. Around 38 percent students had an attendance between 50-75percent and 33 percent students attended 25-50 percent of online classes during the year.



It is important to note that the digital gap was the major challenge in attending online classes for students of classes I to V in government schools. As 6 out of 10 students in government schools suffered either from non-availability of a device at home during school hours or limited access to a device compared to 3 students out of 10 in Private/DOE Unaided schools (see Table 22).

Table 22: Teacher’s perception regarding students of Class I to V reasons for not attending online classes by School Management (In Percentage)

Type of School Management	Refused to Answer	Poor internet connectivity	Limited internet data	Non-availability of a device at home from 8 am to 7 pm	Difficulty in understanding	Attention span is seen to be low in online mode	Not motivated by parents to join	Limited access to device	Total
Aided	6	25	10	48	0	0	2	10	100
Government	1	24	12	36	2	1	1	23	100
Private/Unaided	4	57	4	21	1	0	1	11	100
Total	2	29	10	35	2	1	1	20	100

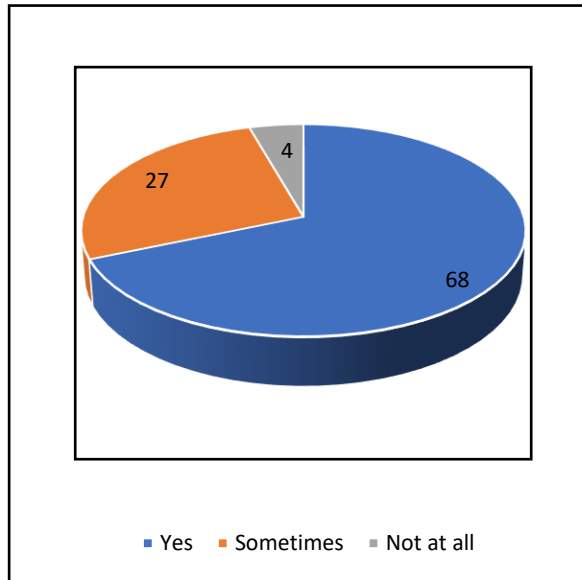
Table 22 states that according to the teachers, for students of class I to V who were unable to attend online classes, the main challenge was non-availability and limited access to a device during class hours. Around one-third of students were not able to join online classes because of poor internet connectivity and 10 percent could not join because of limited internet data.

Panel A of Figure 89 depicts that 68 percent teachers stated that Class I to V students were able to turn in their homework on time during the period of online classes. While 27 percent said that students submitted only some of the times and 4 percent complained of non-receipt of completed homework from the students.

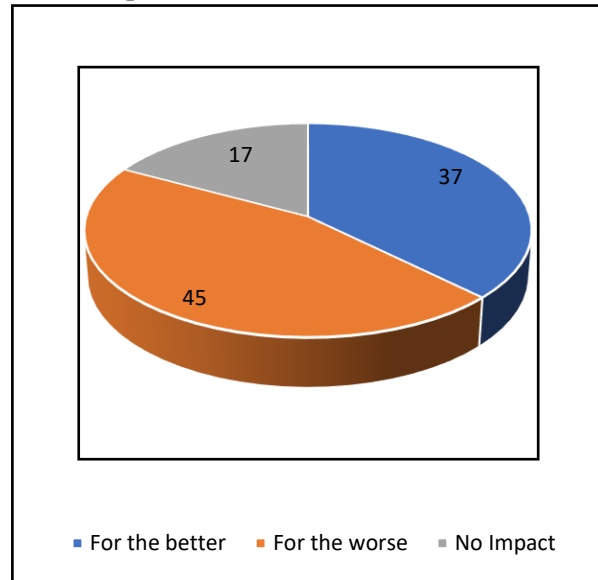
Panel B of Figure 89 shows the teachers perception on the impact of online classes on students performance and 45 percent teachers believed that the online classes have negatively impacted the academic performance of the students of class I to V. However, 37percent teachers were also found to be quite satisfied with the online classes and thought that these classes have had a positive impact on the performance of the students.

Figure 89: Teachers Response regarding Impact of online classes on academic performance and homework of students of Class I to V

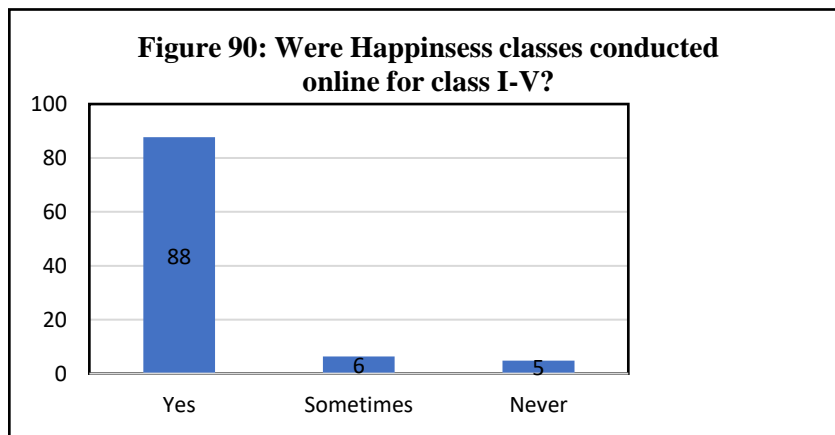
Panel A: Completed Homework during the online classes



Panel B: Impact of online classes on Students academic performance



Concerning the happiness curriculum, 88 percent of teachers of class I to V agreed that the happiness classes were conducted online on regular basis in their schools (see Figure 90).



TEACHER’S PERCEPTION ON MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS I TO V

To build an understanding of the mental and emotional well-being of students of class I to V, teachers were asked questions regarding any change they may have observed in the general emotion of the children during the pandemic and school closure. Teachers were of the view that school closure and shift to online classes harmed the emotional and mental well-being of Student’s of class I to V. Figure 91 shows that 45 percent teachers who teach class I to V stated that the mental and emotional well-being of children had worsened since the pandemic and the lockdown, while 34 percent were of the view that the school closure and shift to online classes

had a positive impact on the children. This could be linked to the fact that parental involvement in children’s education and academic progress increased significantly during this period.

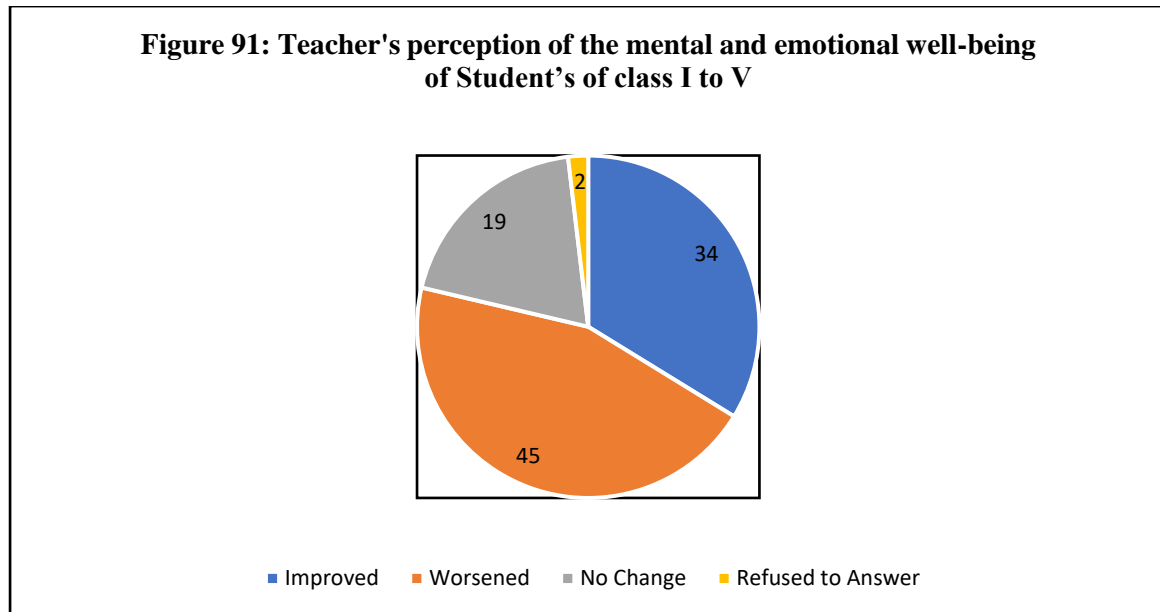
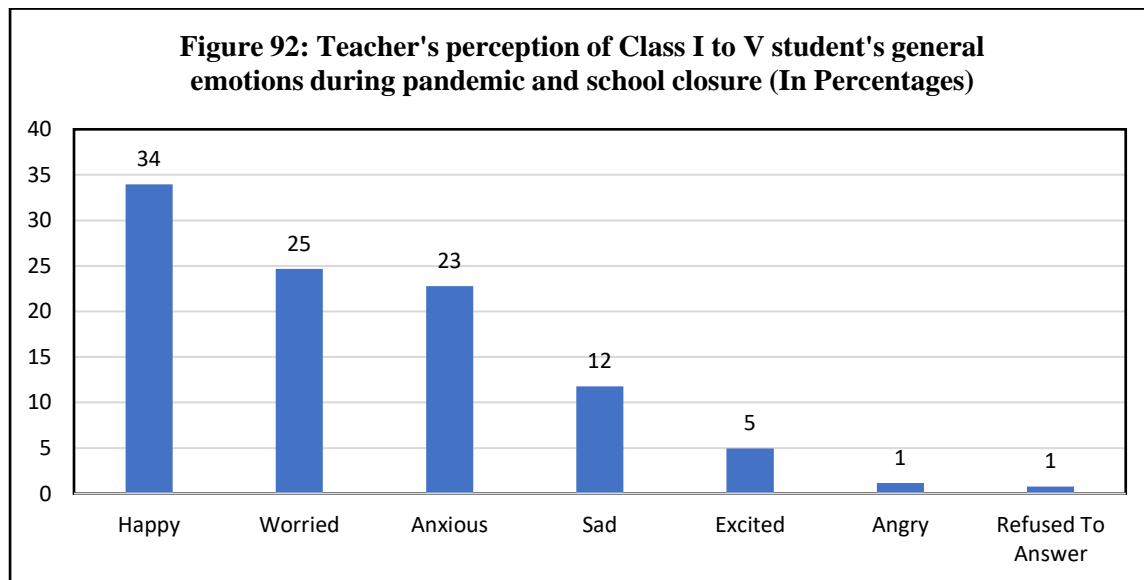


Figure 92 states that teachers also shared concerns about the emotional well-being of their students and around 34 percent of them felt that the students most often seemed happy while 23 percent thought that students seemed anxious and worried on most occasions.



Teachers were also asked to point out the positive and negative outcomes of the online mode of teaching. Table 23 shows that the online mode had significantly increased the involvement of parents of Class I to V’s everyday school activity.

Table 23: Teachers Response regarding Positive outcome of online mode

Indicators	Percentage
Parents' involvement	54
More time in hand	15
Students' attendance	13
Increased participation	10
Refused to Answer	8
Total	100

Table 24 states that about the negative outcome of online mode, teachers of class I to V felt that it had significantly increased the screen time for themselves and around 18 percent teachers also stated that they found it more difficult to balance work and personal life while teaching in an online mode as their home space had now also converted into their workspace.

Table 24: Teachers Response regarding Negative outcome of online mode

Indicators	Percentage
Increased screen time	26
Difficulty in balancing work and personal life	18
Extended working hours	16
Managing Hybrid form of teaching	12
Poor learning Outcomes	9
Increased Drop out	8
Burn out	7
Refused to Answer	4
Total	100

3.3.3 FINDINGS FROM THE SURVEY CONDUCTED WITH TEACHERS OF CLASS VI TO VIII

IMPACT OF SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES ON TEACHERS:

Out of the total sample, around 30 percent of teachers in the study teach in Classes VI to VIII along with other classes too. On being asked whether they preferred the online or face-to-face teaching platforms, most of the teachers (98 percent) expressed that they preferred a face-to-face mode of teaching in comparison to an online mode irrespective of the schools they teach (see Table 25).

Table 25: Class VI-VIII Teachers Response regarding Preferred Method of Teaching by School Management

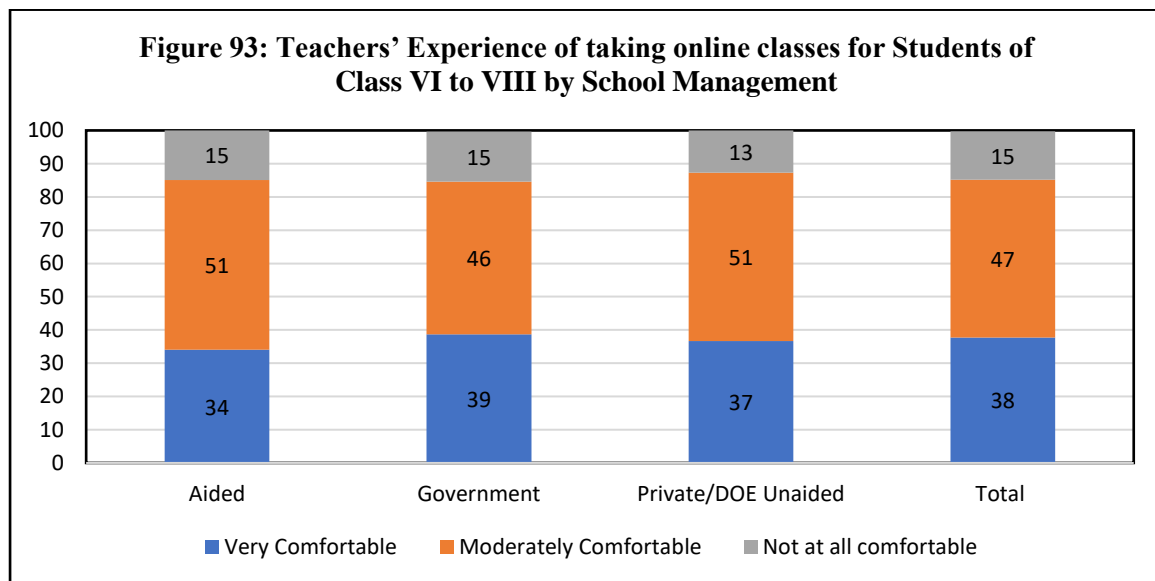
Types of Management	Face to face	Online	Total
Aided	96.3	3.7	100
Government	98.7	1.0	100
Private/DOE Unaided	96	4	100
Total	98.1	1.7	100

Table 26 shows the responses of the teachers on the question of whether shifting to online classes has been taxing on them or not. 68 percent teachers alleged that the online education system was burdensome for them while, 32 percent answered that they are okay with the online classes. But it is worthwhile to mention that the online education system was much more taxing for the private/ DOE Unaided school teachers compared to government and aided school teachers.

Table 26: Teachers Response regarding Whether the shift to online classes has been taxing for Teachers of Class VI to VIII?

Type of School Management	Yes	Moderately	No	Total
Aided	29.8	29.8	40.4	100
Government	41.4	24.8	33.8	100
Private/DOE Unaided	42.3	36.6	21.1	100
Total	40.1	27.6	32.3	100

Figure 93 describes that 85 percent teachers felt that the shift to online education mode has been comfortable and they could easily adapt to the new education system but around 15 percent found the shift to online mode very uncomfortable and could not adjust to it.



The teachers were also asked some questions that would specify the condition of their mental and emotional wellness and it indicates that mostly they were able to deal with the changes. However, the shift to online mode was stressful for them compared to regular offline classes. Table 27 presents the gender-wise break-up of the mental and emotional well-being of teachers and also shows the gender gap between the female (54 percent) and the male (63 percent) teachers feeling cheerful. Similarly, 29 percent female teachers compared to 27 percent of male teachers stated that they do not feel fresh and rested in the mornings, while another 25 percent female teachers compared to 23 percent of male teachers said that they don't feel relaxed and

calm. It clearly indicates the gendered difference in mental and emotional wellness of teachers during the pandemic.

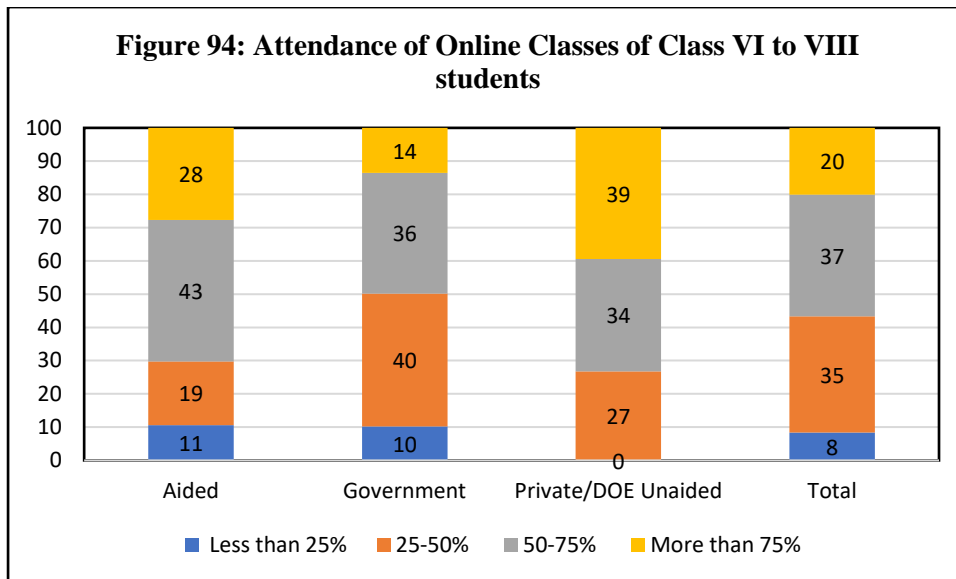
Table 27: Assessing Mental and emotional Well-Being of Teachers by Gender of Class VI to VIII (In Percentages)

Markers for mental and emotional well-being	Male Teachers			Female Teachers		
	Agree	Disagree	Not Sure/Don't Know	Agree	Disagree	Not Sure/Don't Know
Felt cheerful and in good spirits	62.8	32.4	4.7	53.8	40.7	5.1
Wake up feeling fresh and rested	66.9	27.7	4.1	62.7	29.2	5.9
Felt calm and relaxed	69.6	23.0	7.4	71.2	25.0	3.8
can calm myself down when scared	89.9	8.8	1.4	87.7	9.8	1.3
Can think of a solution in trouble	91.2	8.1	0.7	93.6	4.2	1.7
Can control my temper	92.6	6.8	0.7	92.4	4.7	2.5
Know how to react in an unexpected situation	89.9	6.8	2.7	86.0	6.4	6.4

Most teachers were also able to cope with stressful situations during the pandemic. More than 90 percent teachers reported that they were able to find solutions during the pandemic and 92 percent shared that they were able to control their anger. Around 88 percent teachers were able to calm themselves when they felt scared and more than 85 percent teachers knew how to respond to unexpected situations.

TEACHER'S PERCEPTION ON SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES: CHANGES IN THE SYSTEM OF SCHOOLING

Figure 94 shows that 20 percent of students of classes VI to VIII had attended more than 75 percent classes during last year but further segregation by types of school management indicates that the attendance rate (more than 75 percent) among students was good in private schools compared to government schools.



It is important to note that like students of Class I to V, the digital gap was the major challenge in attending online classes for students of classes VI to VIII too in government schools. As 5 out of 10 students in government schools suffered either from non-availability of a device at home during school hours or limited access to a device compared to 3 students out of 10 in Private/DOE Unaided schools (see Table 28). Around 37 percent students had an attendance between 50-75percent and 35 percent students attended 25-50 percent of online classes during the year.

Table 28: Teacher’s perception regarding students of Class VI to VIII reasons for not attending online classes by School Management (In Percentage)

Type of School Management	Refused to Answer	Poor internet connectivity	Limited internet data	Non-availability of a device at home from 8 am to 7 pm	Difficulty in understanding	Attention span is seen to be low in online mode	Not motivated by parents to join	Limited access to device	Total
Aided	4.3	31.9	10.6	40.4	0.0	4.3	0.0	8.5	100
Government	2.3	22.3	9.8	41.5	1.5	1.1	1.1	20.4	100
Private/DOE Unaided	1.4	52.1	11.3	21.1	0.0	5.6	0.0	8.5	100
Total	2.4	29.0	10.2	37.6	1.0	2.4	0.8	16.7	100

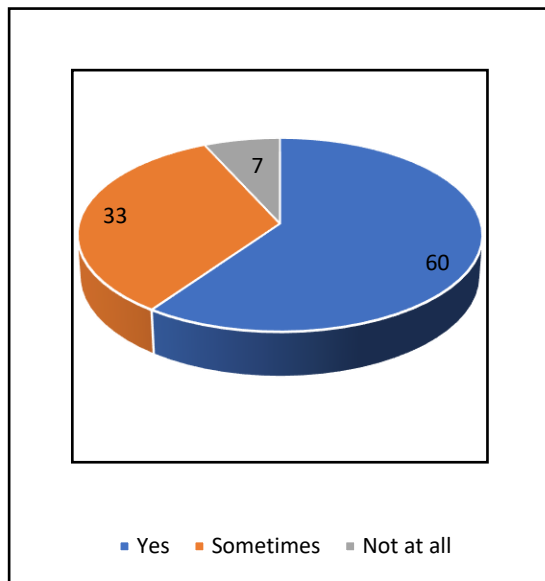
Table 28 states that students of class VI to VIII who were unable to attend online classes, the main challenge was non-availability and limited access to a device during class hours. 29 percent students were not able to join online classes because of poor internet connectivity and 10 percent could not join because of limited internet data.

Panel A of Figure 95 describes that 60 percent teachers stated that Class VI to VIII students were able to turn in their homework on time during the period of online classes. While 33

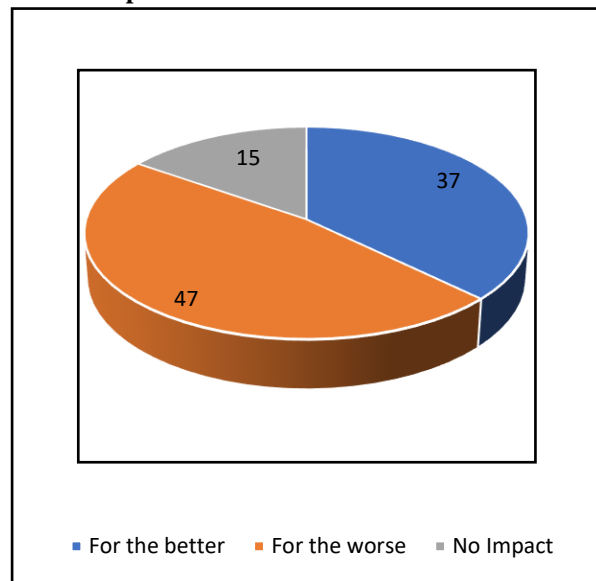
percent said that students submitted homework sometimes and 7 percent teachers complained of not receiving homework from the students. Panel B shows the teacher’s perception of the impact of online classes on student’s performance and 47 percent teachers thought that online classes negatively impacted the academic performance of the students in class VI to VIII. However, 37 percent believed that online classes have had a positive impact on the performance of the students.

Figure 95: Teachers Response regarding Impact of online classes on academic performance and homework of students of Class VI to VIII

Panel A: Completed Homework during the online classes

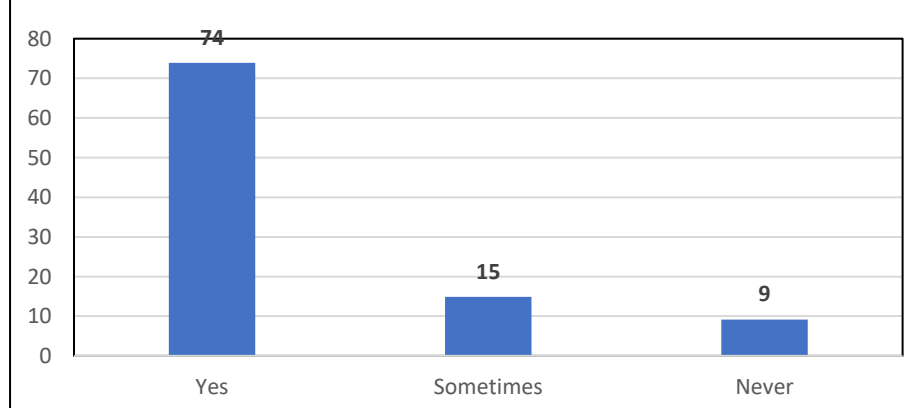


Panel B: Impact of online classes on Students academic performance



About the happiness curriculum, 74 percent teachers agreed that the happiness classes were conducted online on regular basis in their schools for students of Class VI to VIII (see Figure 96).

Figure 96: Teachers response regarding Happiness Classes for class VI to VIII



TEACHER’S PERCEPTION ON MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS VI TO VIII

Teachers of Class VI to VIII were asked a few questions to know about the mental and emotional well-being of students during the pandemic and school closure. Figure 97 reveals that more than half (53 percent) of the teachers alleged that school closure and shift to online classes harmed the emotional and mental well-being of Student’s of class VI to VIII. Only one-third teachers believed that school closure and shift to online classes had a positive impact on the children and the positive impact could be due to increasing parental involvement in children's education.

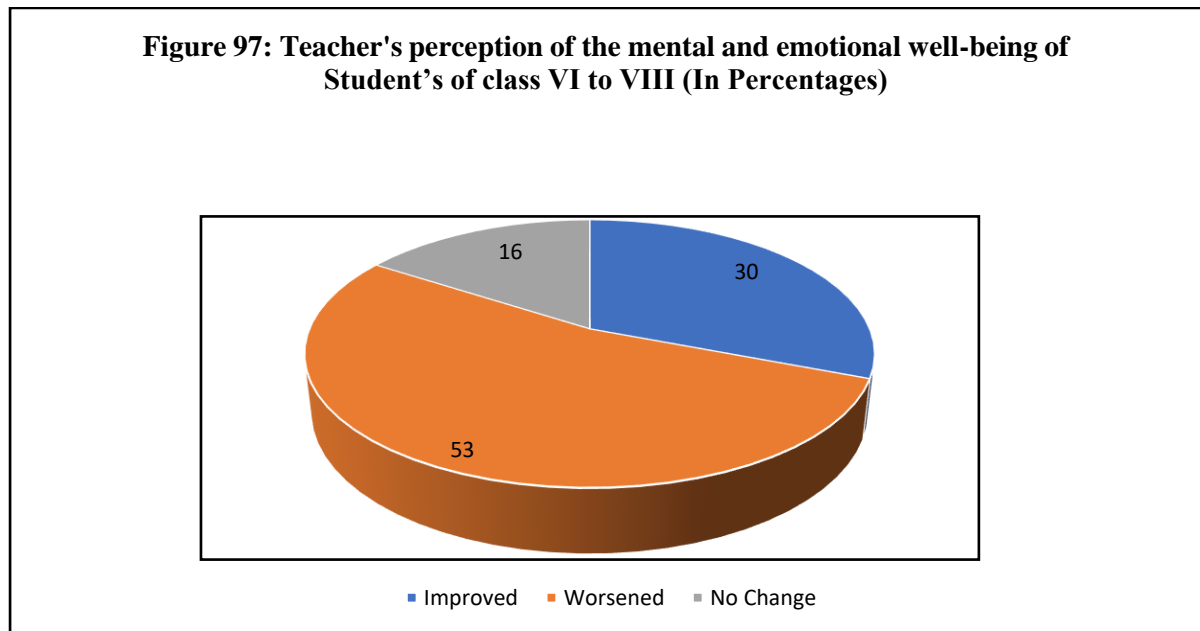


Figure 98 states teacher’s perception regarding students general emotions and well-being. Around 34 percent of them felt that the students seemed worried while 31 percent stated that the students most often looked happy. If one adds up the worried, anxious, sad and angry there is a much greater number of students (63percent) who are perceived by the teachers as showing behavior that needs attention.

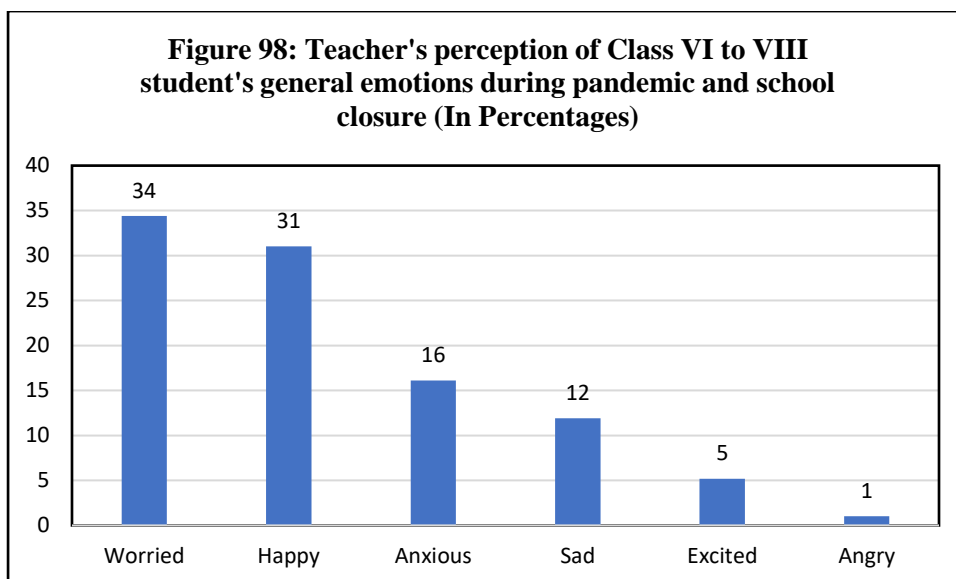


Table 29 and 30 shows teachers responses to the positive and negative consequences of online education. Table 29 shows that the online mode had significantly increased parental involvement for students of class VI to VIII while another 24 percent teachers felt that due to the shift to online education, they had more time on their hands.

Table 29: Teachers Response regarding Positive outcome of online mode for Class VI to VIII

Indicators	Percentage
Parents' involvement	41
More time in hand	24
Students' attendance	13
Increased participation	12
Refused to Answer	9
Total	100

Table 30 shows the negative outcomes of online mode for students of class VI to VIII and teachers felt that online education had significantly increased the screen time for themselves. 16 percent teachers also specified that they found it more difficult to balance work and personal life while teaching in an online mode as their home space had now also been converted into their office.

Table 30: Teachers Response regarding Negative outcome of online mode for classes VI to VIII

Indicators	Percentage
Increased screen time	33
Difficulty in balancing work and personal life	16
Extended working hours	13
Managing Hybrid form of teaching	11
Poor learning Outcomes	10
Burn out	9
Increased Drop out	6
Refused to Answer	3
Total	100

3.3.4 FINDINGS FROM THE SURVEY CONDUCTED WITH TEACHERS OF CLASS IX TO XII

IMPACT OF SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES ON TEACHERS:

Out of the total sample, around 43 percent of teachers teach in Classes IX to XII along with other classes too. Table 31 represents that on being asked whether they preferred the face-to-face or online mode of teaching, most of the teachers (98 percent) stated that they preferred face-to-face teaching compared to online classes across all types of schools.

Table 31: Teachers Response regarding Preferred Method of Teaching by School Management (In Percentages)

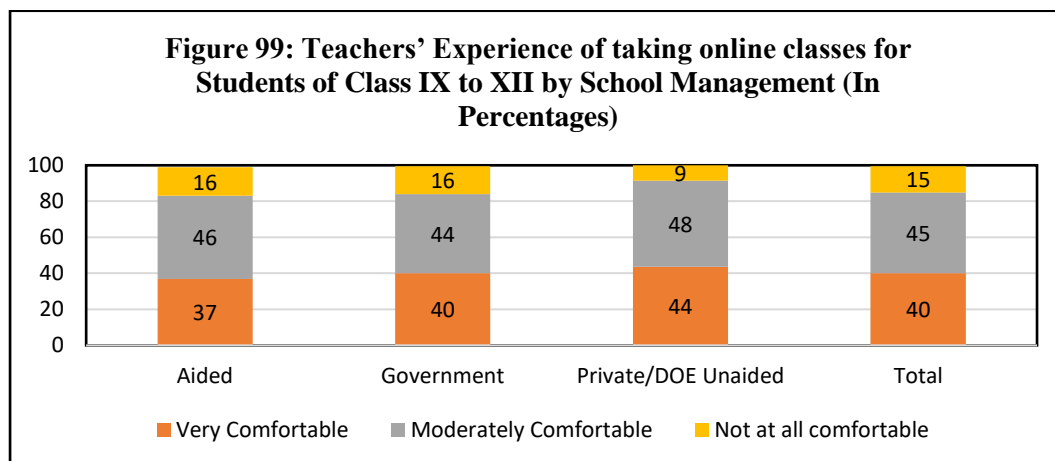
Types of Management	Face to face	Online	Total
Aided	99.0	1.0	100
Government	98.3	1.7	100
Private/DOE Unaided	98.3	1.7	100
Total	98.6	1.5	100

Table 32 shows the impact of the shift to online classes on teachers of class IX to XII. 63 percent teachers stated that the shift to online classes was strenuous for them and teachers of private schools found it more difficult to manage online classes compared to government and other school teachers.

Table 32: Teachers Response regarding Whether the shift to online classes has been taxing for Teachers of Class IX to XII? (In Percentages)

Types of Management	Yes	Moderately	No	Total
Aided	31.6	32.6	35.8	100
Government	32.0	29.1	38.9	100
Private/DOE Unaided	35.0	38.5	26.5	100
Total	32.4	30.7	36.9	100

Figure 99 describes that 85 percent teachers felt that the shift to online education mode has been comfortable and they could easily adjust to the new education system but around 15 percent found the shift to online mode very uncomfortable and could not adjust to it.



The teachers were also asked a few questions about their mental and emotional wellbeing over the last one year and they said that the shift to online education was stressful for them compared to offline classes. Table 33 shows the sex-wise division of the mental and emotional well-being of teachers and a larger number of female teachers expressed their dissatisfaction with online teaching compared to male teachers. 28 percent female teachers stated that they do not feel fresh and rested in the mornings while another 25 percent female teachers said that they don't feel relaxed and calm. It indicates the gendered gap in the mental and emotional wellness of teachers during the pandemic.

Table 33: Assessing Mental and emotional Well-Being of Teachers by Gender of Class IX to XII (In Percentages)

Markers for mental and emotional well-being	Male			Female		
	Agree	Disagree	Not Sure/Don't Know	Agree	Disagree	Not Sure/Don't Know
Felt cheerful and in good spirits	63.9	31.5	4.6	59.3	34.8	5.8
Wake up feeling fresh and rested	71.3	25.0	3.1	66.4	28.1	4.3
Felt calm and relaxed	70.4	24.7	4.0	70.5	24.9	4.5
Can calm myself down when scared	88.9	7.1	2.2	88.3	8.2	3.0
Can think of a solution in trouble	95.7	2.8	1.5	93.1	5.2	1.1
Can control my temper	93.5	3.4	1.5	89.6	7.3	2.6

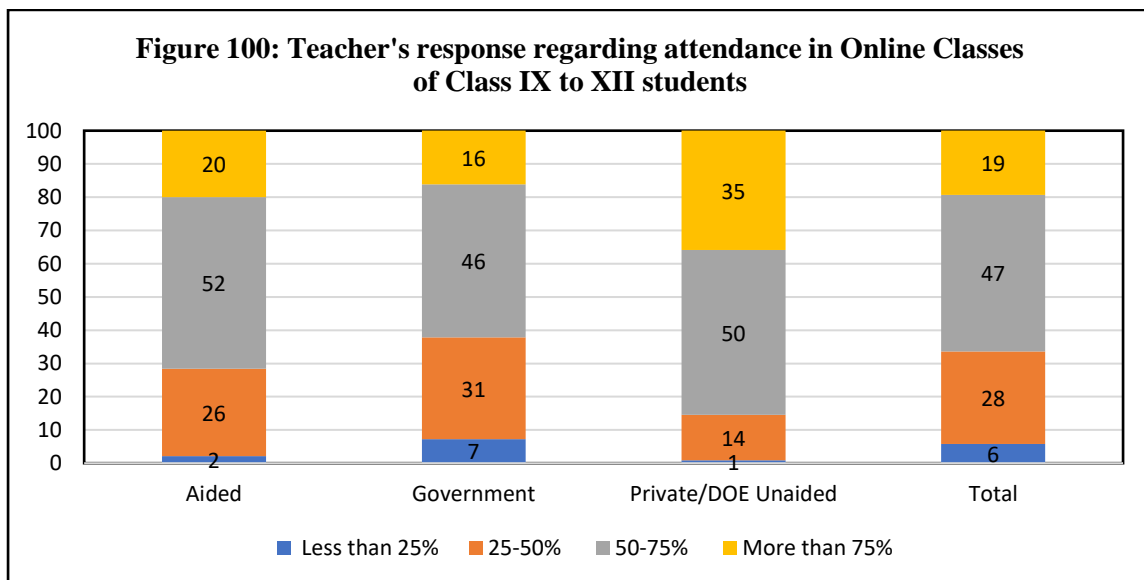
Know how to react in an unexpected situation	87.7	8.3	2.5	84.6	9.1	5.6
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More than 90 percent teachers said that they were able to find solutions during the pandemic and around 90 percent shared that they were able to control their anger. Around 88 percent teachers were able to calm themselves when they felt scared and more than 85 percent teachers knew how to react to unexpected situations.

The gender gap between male and female teachers of class IX to XII is smaller compared to the gender gap between male and female teachers of class VI – VII when it comes to whether they felt cheerful or woke feeling relaxed or felt calm and relaxed.

TEACHER’S PERCEPTION ON SCHOOL CLOSURE AND SHIFT TO ONLINE CLASSES: CHANGES IN THE SYSTEM OF SCHOOLING

Teachers were asked about their perception of students performance in online education and Figure 100 shows that 19 percent of students of classes IX to XII had attended more than 75 percent classes last year but further segregation by types of school management indicates that attendance rate (more than 75 percent) among students was higher in private schools compared to government and other schools. It is important to note that like students of Class I to V and VI to VIII, the digital gap was the major challenge in attending online classes for students in government schools, as they mostly belonged from the marginalised sections of society.



It is well understood from the types of school management by attendance rate that more students in government schools suffered either from non-availability of a device at home during school hours or limited access to a device compared to students in Private/DOE Unaided schools (see Table 34). Around 47 percent students had an attendance between 50-75percent and 28 percent students were able to attend 25-50 percent of online classes during the year.

Table 34: Teacher’s perception regarding students of Class IX to XII reasons for not attending online classes by School Management (In Percentage)

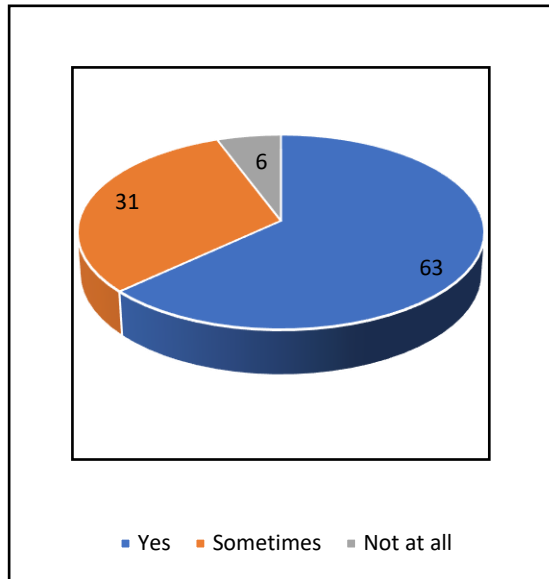
Types of Management	Refused to Answer	Poor internet connectivity	Limited internet data	Non-availability of a device at home from 8 am to 7 pm	Difficulty in understanding	Attention span is seen to be low in online mode	Not motivated by parents to join	Limited access to device	Total
Aided	4.2	37.9	12.6	13.7	2.1	2.1	1.1	26.3	100
Government	2.5	30.0	14.5	28.3	0.5	1.5	1.5	21.2	100
Private/DOE Unaided	5.1	56.4	8.6	16.2	0.0	2.6	2.6	8.6	100
Total	3.0	34.5	13.5	25.1	0.6	1.7	1.6	20.1	100

Table 35 states the reasons for not being able to attend online classes for students of class IX to XII and it is observed that non-availability and limited access to a device during class hours were the major challenges faced by the students. 34 percent students were not able to join online classes because of poor internet connectivity and 13 percent could not join because of limited internet data.

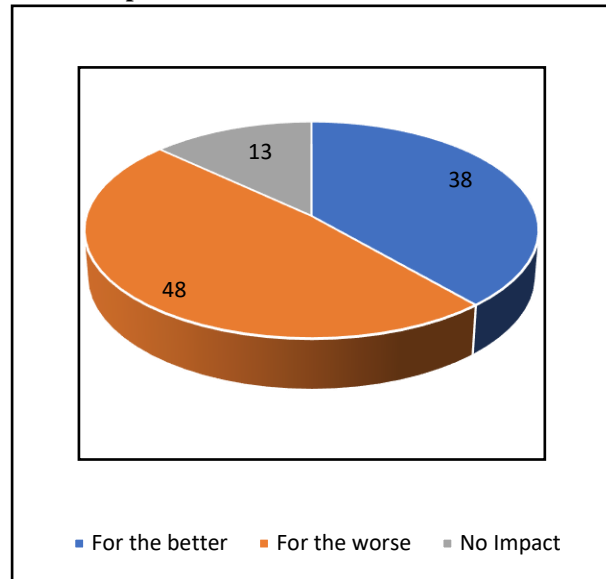
Figure 101 presents the academic performance of the students and whether they were able to complete the homework or not. Panel A of Figure 20 describes that 63 percent teachers stated that Class IX to XII students was able to turn in their schoolwork on time during the period of online classes. While 31 percent said that students submitted assignments sometimes and 6 percent teachers were winged of not receiving homework from the students. Panel B of Figure 102 shows that 48 percent teachers mentioned the negative impact of online classes on the academic performance of Class IX to XII students. However, 38 percent believed that online classes have had a positive impact on the performance of the students.

Figure 101: Teacher’s response regarding impact of online classes on academic performance and homework of students of Class IX to XII

Panel A: Completed Homework during the online classes

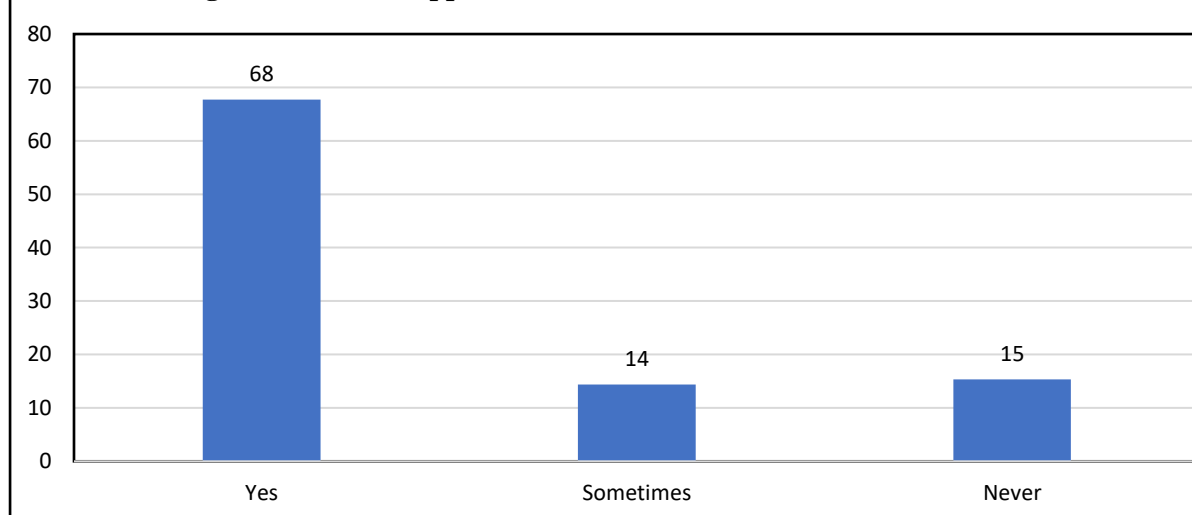


Panel B: Impact of online classes on Students academic performance



About the happiness curriculum, 68 percent teachers agreed that the happiness classes were conducted online on regular basis in their schools for students of Class IX to XII (see Figure 102). However, this was not an official mandate for this class group.

Figure 102: Were happiness classes conducted online for Class IX-XII?



TEACHER'S PERCEPTION ON MENTAL AND EMOTIONAL WELL-BEING OF STUDENTS OF CLASS IX TO XII

Teachers who take classes IX to XII were asked a few questions to know about the mental and emotional well-being of students during the pandemic and school closure. Figure 103 reveals that more than half (57 percent) of the teachers alleged that school closure and shift to online classes harmed the emotional and mental well-being of student's of class IX to XII. However, 27 percent teachers believed that school closure and shift to online classes had a positive impact on the children and the positive impact could be due to increasing parental involvement in children's education and spending time with them.

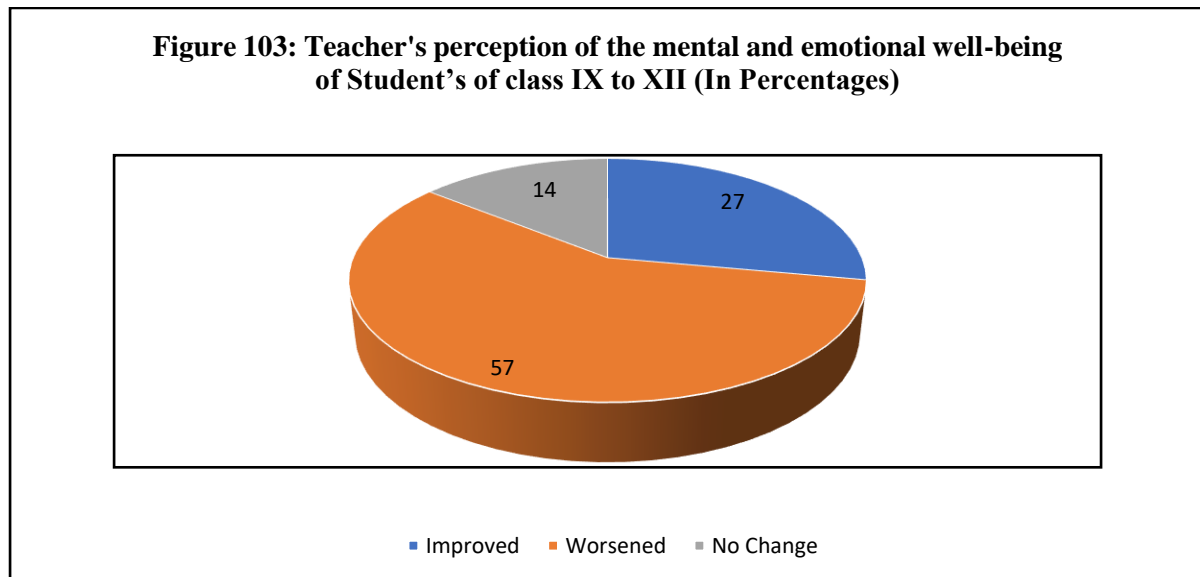


Figure 104 states teacher's perception about the well-being of students and 36 percent of them felt that the students were worried during the pandemic and school closure while 28 percent stated that the students most often looked happy. Going by the teachers perception it appears that 70 percent of older students experience worry, anxiety, sadness or anger whereas the comparative figure for the students of VI – VII was 63 percent. This is plausible as the older children were concerned about further studies and may have pressures related to economically supporting the family in the difficult times of the pandemic.

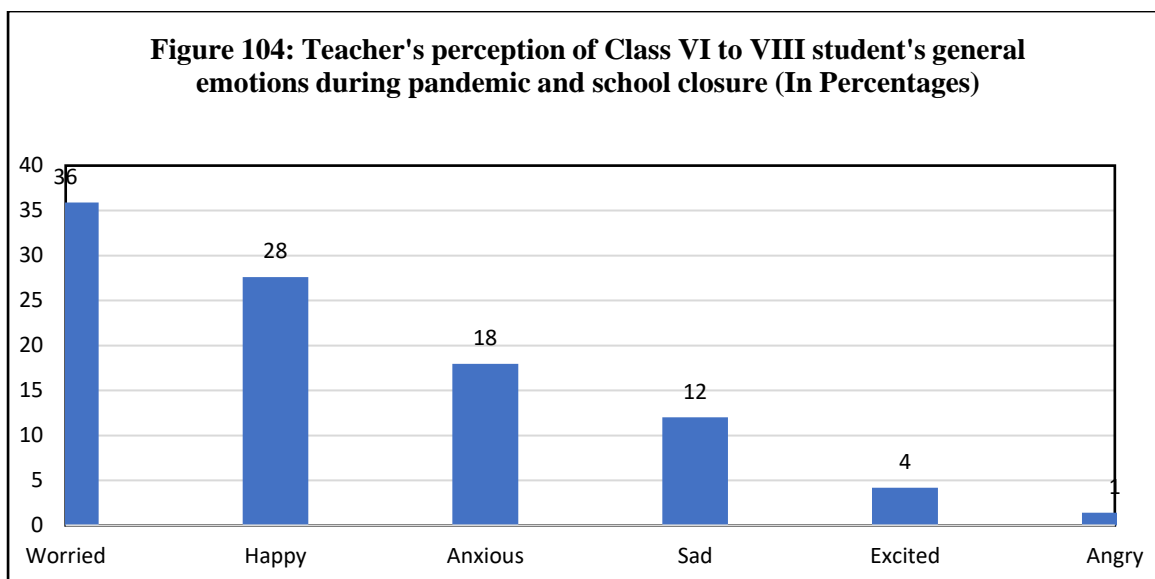


Table 36 and 37 shows teachers answers about the positive and negative consequences of online education. Table 36 shows that the online mode had significantly increased parental involvement for students of class IX to XII while another 28 percent teachers felt that due to the shift to online education they had more time on their hands.

Table 36: Teachers Response regarding Positive outcome of online mode

Indicators	Percentage
Parents' involvement	33
More time in hand	28
Students' attendance	15
Increased participation	12
Refused to Answer	11
Total	100

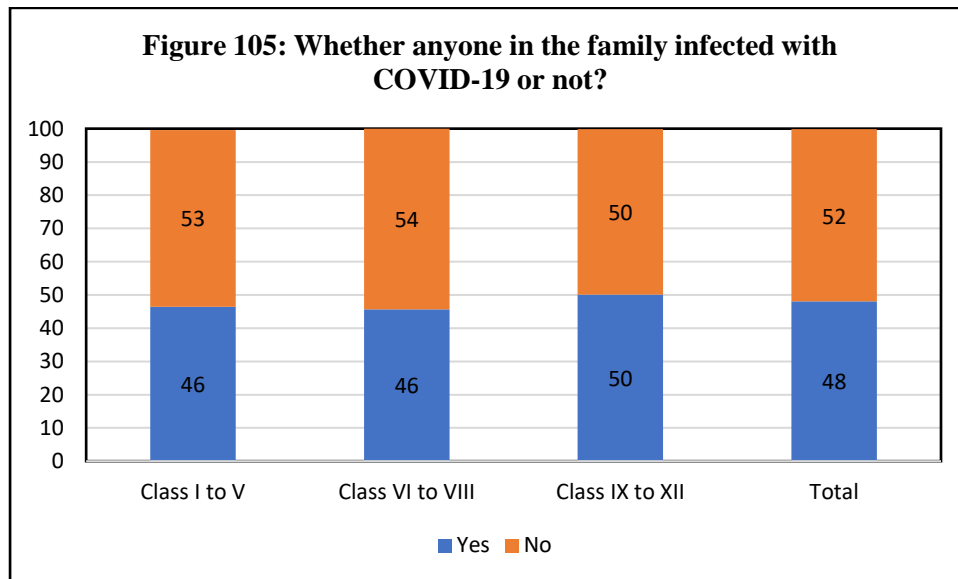
Table 37 shows the negative outcomes of online mode for students of class IX to XII and teachers felt that online education had significantly increased the screen time for the students. 16 percent teachers also specified that they found it more difficult to balance work and personal life while teaching in an online mode as there is no difference between their home and workplace.

Table 37: Teachers Response regarding Negative outcome of online mode

Indicators	Percentage
Increased screen time	33
Difficulty in balancing work and personal life	16
Managing Hybrid form of teaching	14
Extended working hours	13
Poor learning Outcomes	12
Increased Drop out	6
Burn out	6
Refused to Answer	2
Total	100

3.3.5 IMPACT OF COVID19 PANDEMIC AND BEREAVEMENT IN FAMILIES OF TEACHERS:

The Covid-19 pandemic was not only a health crisis but also an economic crisis as many families have lost their livelihood and family members owing to the pandemic. The present survey captures the questions on disease and bereavement for teachers as well along with students and parents. Figure 105 presents that more than half of the teachers said that no one in their family was infected with COVID-19 virus while around 48 percent reported that their family members were infected by the virus.



A follow-up question was also asked to the 48 percent teachers who had confirmed that there was covid illness in their family about whether they had recovered or not and if there is any bereavement in the family. Table 38 shows that majority (93 percent) of those who reported illness replied that everyone is safe and fine in their family now while 6 percent of them reported bereavement in their family.

Table 38: Whether the Family Members have recovered or not? (In Percentages)

Indicators	Class I to V	Class VI to VIII	Class IX to XII	Total
Yes, everyone is fine	93	92	92	93
No, we had bereavement in the family	7	8	6	6
No, they are still unwell	0	0	1	0
Don't Know/Can't Say	0	0	1	0

3.3.6 DISCUSSION

This chapter discusses the impact of school closure and the shift to online classes on teachers, their perception of changes in the system of schooling, mental and emotional well-being of students for all three class groups i.e. Class I to V, Class VI to VIII and Class IX to XII. In the survey, majority of the teachers were married and female.

The findings disclose that most of them preferred a face-to-face teaching platform compared to online and at the same time they believed that online education was burdensome for them irrespective of the classes they taught. A gendered gap is observed among male and female teachers in terms of feeling cheerful and remaining in good spirits which may be because female teachers were primarily responsible for unpaid household chores compared to male teachers. Across all the class groups, private schools reported a higher attendance rate for online education compared to government schools because students in government schools faced difficulties in accessing a device and poor internet connectivity was another major challenge faced by them. Teachers across all the class groups reported that more than 60 percent of the students were able to complete homework during the online classes but they do believe that the mental and emotional well-being of the students had worsened since the pandemic and lockdown. Survey with parents also reveals that they were dissatisfied with the quality of online education and parents with wards in higher classes were more disappointed compared to parents of Class I to V.

One of the positive outcomes of online education that has been pointed out by the teachers was the increasing involvement of parents in their children's education for the three class groups. Findings from the Students and Parents survey also pointed out that students reported the encouragement that they received from their parents in education and parents also felt that lockdown and Covid-19 allowed them to spend quality time with their families. However, online education has significantly increased the screen time not only for students but also for teachers who found it difficult to balance their professional and personal life as their home space converted into their work space as well.

CHAPTER 4-COMBINED ANALYSIS

This study, through an extensive survey of 9087 students, 1753 parents and 1770 teachers²² across 28 educational zones of Delhi attempts to assess the impact that almost two years of physical school closure and shift to online classes had on the mental and emotional well-being of students, teachers and parents. The survey tried to capture this impact through a comprehensive approach that not only looked at the direct consequence of school closure but also took into account the broader context of a social and economic crisis that emerged due to the large-scale pandemic and the measures that were adopted to curtail its spread. This section seeks to provide a combined analysis along the key themes of the study viz, the socio-economic conditions of the students and parents, impact on schooling from the perspective of students, teachers and parents, impact of the pandemic and lockdown on emotional well-being and mental health of students, teachers and parents. It also attempts to analyse the effect of the pandemic and shifting to online education on teachers. The section also tries to offer a snapshot of the impact of the pandemic on employment and bereavement in the families.

4.1 SOCIO-ECONOMIC CONDITIONS OF STUDENTS AND PARENTS

The study emphasizes the views of the students who are the primary focus of the education system as evident from the size of the student sample. Among the students, across all the classes approximately 75 percent or more go to government schools and the rest either go to private or government-aided schools. The type of residence and number of people staying together point to a large number of members staying in one or two-room houses. Secondly, the occupation of father for nearly 40 percent -50 percent students across all the class groups in government and aided schools falls under the category of casual work. This percentage is significantly low (15-17 percent) for students across class groups of private schools included in the study. Majority of fathers of private school students were to be engaged in businesses or worked as professionals.

With regard to occupation of mothers, majority of student respondents across class groups and type of school management have responded it to be as that of homemaker. Very small percentage of students (7-5 percent in government schools, 3-6 percent in aided schools and 1-2 percent in private schools across class groups) mentioned domestic work as occupation of their mothers.

About 30-35 percent students have also reported job loss of father indicating a precarious situation for a significant number of students. However, the reporting of job loss by parents themselves is slightly higher at 44 percent and another 39 percent of parents reported wage cuts. Only 11 percent parents reported that their paid work was not impacted by the pandemic. While there is a difference in reporting of job loss between parents and students, it is important to consider here that parent respondents and student respondents of the study were not related.

²² 2 teachers refused to state the classes they taught and that's why total number of teachers across classes is 1770 while the total teachers surveyed during the study is 1772.

The gendered nature of work is also evident from the data sets of both students and parents. The home maker role is assigned to the mother as indicated by over 75 percent responses across all categories of classes, whether it is government, aided or private managed schools and is seen as largely responsible for the unpaid domestic work. As part of building a more equal society, this data points to the need to challenge some of these gender roles through a more gender-sensitive curriculum.

4.2 IMPACT ON SCHOOLING – A COMBINED PERSPECTIVE

More than 90 percent of children across all categories of classes and school management type have indicated that they missed face-to-face schools and did not prefer the online schooling mode. Similarly, across the school management categories and classes 96 -98 percent of teachers have stated that their preferred mode of teaching is face to face. It is obvious that neither students nor teachers prefer the online mode of schooling. Even two years of online schooling had not been able to dent their preference for offline schools.

As schools could not open due to the pandemic, the study seeks to understand how the students managed the online classes. Having stated that they preferred face to face classes data about attendance for the online classes is quite high as indicated by teachers. The percentage of teachers stating that students were present for more than 75 percent of the time is the highest at 47 percent for private school, followed by aided schools at 38 percent and the least for government schools at 13 percent.

When the students were asked if they were able to attend all days of their online schooling during the last week preceding school closure 62 percent of boys and 67 percent of girls answered in the affirmative.

Majority students, (over 90percent) have stated that their teachers shared learning material with them and between 80-86percent of students have reported that their teachers kept in touch them during the school closure.

Attendance in an online learning mode is closely linked to the availability of a device. Though the students and teachers mostly adapted well to the sudden closure of schools and shift to online classes, many found it difficult to ensure consistency in learning due to lack of full access to a device during class times and poor internet connectivity.

Majority students used smart phone to access online classes and study material while only 1 percent said that they used tablet or some other device. The most common platform used for connecting was zoom and whatsapp. Hence access to a device and access to internet connectivity was an important factor that affected student learning. While on average across classes more than 60 percent of boys and girls attended classes, of those who were not able to

attend regularly, more than one third of them stated they did not have stable internet connectivity and about 15-20 percent of them stated that they did not have a device at home. The poor economic conditions of some these families could also be a key factor in not being able to afford a device and internet connectivity for all the children.

A gradation can be observed in the full accessibility of a device for children depending on their age. 26 percent of parents of children of class I -V, 30 percent of parents of class VI- VII and 41percent of parents of class IX to XII have reported full accessibility to device to participate in online classes. The rest had either partial access or no personal access to a device.

The implication of the non-availability of device meant that the children either shared a device to attend the classes. 54 percent of parents of class I – V reported that their children did not attend class as a result of non-availability of full access to device, the corresponding figures for class VI-VIII was 50 percent and for class XI to XII was only 24percent. This confirms what was reported through field observations that older children were given preferential access to a device to attend online classes.

The teacher's perception of reasons for not attending classes complements the fact that access to internet and device were critical for ensuring attendance to online classes. Across all classes the teacher's observation was that of those who could not attend classes, 54-55 percent of teachers stated that students could not do so due to access to device and 38-39 percent of teachers attributed non attendance to internet related issues.

A large section of students across class groups have stated that they were able to follow the teacher and the concepts taught. However, this should be understood as their perception and the actual learning should be assessed based on assessment. The percentage of students reporting that they were not able to follow the concepts through the online classes comprising of 31percent boys of class VI-VIII and 37 percent of boys of class IX - XII and 29 percent girls of class VI-VIII and 30 percent of girls of class IX - XII is also important to take into consideration.

Of those who did not attend classes regularly between 22 percent to 32 percent of parents of children across the three class groups, have stated that the children just did not study. The percentage for children of classes XI – XII is at 32 percent which is a cause of great concern.

Thus, looking at from the students own sharing as well as from that of the parents there is a severe learning loss for students due to the closure and online learning mode.

Teachers have also pointed out that learning has been negatively affected. Even though a large majority of teachers across all the three classes have reported that homework was completed by students during online classes, nearly 45-48 percent teachers have stated that online classes have had a negative impact on the students' academic performance 37-38 percent teachers across class groups who felt that the online classes had enhanced the academic performance of the students.

33 percent of parents of class I-V children have indicated that they are not satisfied with the online classes and the corresponding figures for parents of class VI – VIII and class IX – XII is 34 percent.

All the voices, be they of students, parents or teachers, point to the challenges of online learning and the need for face to face classes. For children of income poor families, an already existing learning poverty would only be exacerbated through this mode causing severe learning loss.

The study sought to understand the routine of children during school closure especially as the Covid pandemic required that everyone's mobility had to be curtailed. Both students and parents have stated that there was no particular routine that was followed during period of closure of schools and online classes. Playing outside and meeting friends was obviously reported by very few students due to the covid restrictions. The two activities that received maximum responses were reading books and completing homework. 37 percent of students from VI – VIII and 30 percent of students from XI-XII reported reading books and the respective figures for completing homework was 23 percent and 25 percent.

The fact that gender roles start playing out at a young age is seen by the fact that 5 percent boys compared to 11 percent girls of class VI-VIII and 7 percent boys of class XI-XII compared to 13 percent girls reported helping at home as one the activities they had to engage in.

4.3 IMPACT ON EMOTIONAL WELL BEING AND MENTAL HEALTH – A COMBINED PERSPECTIVE

Various age appropriate questions were put to the three class categories of students to assess their emotional wellbeing and mental health in response to the closure of schools and online schooling. Parents and teachers were asked to share observations on behaviour changes they observed among their children and students respectively.

70 percent of students of class I – V reported that they always felt happy and cheerful during past one year, slightly less 30 percent students reported always feeling either sad and angry and few more than 30 percent of students on this class reported always feeling scared being at home in the past one year.

Approximately 70 percent of students of class VI-VIII and class IX to XII reported to feeling cheerful and in good spirits and felt motivated and excited. And about 48-52 percent of students of these classes reported feeling irritated and frustrated. Thus, although a majority of students reported to being in positive spirits, there is a significant spread of students across classes reporting to feelings that can have an adverse effect on their emotional well being and mental health. There is a clear gender divide between boys and girls where about 4-5 percent points more girls report to feeling frustrated across the older classes. Gender specific strategies to address their emotional well being and mental health must be undertaken.

School closure and online classes did lead to stress which was reported equally by boys and girls of class VI-VIII for stress related to studies and stress related to exams, though more number of students found exams to be stressful (65 percent) compared to those who felt stressed by studies (58 percent). More students of higher classes i.e. IX – XII shared that they felt stress due to studies (65 percent) and exams (74 percent) compared to the lower classes. Given that studies occupy a significant portion of time and mental engagement, shifting to the new and unfamiliar online mode of learning is bound to cause stress. It may be recalled that a significant number of students did not have full access to a device through which they could access the online classes. Other contributing factors could be having to join online classes while being in cramped living quarters.

79.5 percent students of classes VI-VIII and 78 percent students of classes IX to XII declined that there were increased disagreement with their parents, as compared to 15-16 percent students across both these class groups who shared that there was an increase in disagreements with their parents during the period of school closure. There wasn't much difference between boys and girls on this parameter. However, more boys than girls disagreed that there was an increase in disagreements with siblings whether it was class VI- VIII or IX – XII. A follow up question confirmed that students (nearly 90 percent or more) received encouragement and support from parents and siblings in the difficult times of the pandemic.

Families appear to have provided a safety net for a majority of the students during the stressful times of the pandemic. However, the smaller number of students who fall outside the majority response cannot be ignored and hence the education systems must develop appropriate measures to support those who did not feel encouraged or supported by families or siblings.

Parents were asked to offer their observations on a range of behaviours of their children. They have observed changes such as increased consumption of junk food, eating less or more than regular diet, going out to play, wanting to meet friends often or wanting to stay at home. For both sets of classes, VI – VIII and XI – XII these changes were reported by 25- 30 percentage of parents. However, behaviours such as having disturbed sleep pattern, having no fixed routine, having no physical activity, getting irritated easily and getting angry on small things is reported by 40-50 percent of the parents. These latter behaviours observed by parents are of concern from the perspective of impact on emotional well being and mental health in the long run.

For instance routines offer the chance to build self-confidence, curiosity, social skills, self-control, communication skills. On the other hand no routines add to anxiety and uncertainty especially among young children.

While many of the responses of the behavioural changes are similar across both the class groups, it is to be noted that during adolescent phase, it is said that physical activity is an important part of adolescent development. Given the hormonal changes taking place, outdoor

and physical activity play an important role. The pandemic management required no movement and closure of public parks etc which denied possibilities of outdoor play.

Similarly, this age group is also a time of building friendships, which was limited due to being locked in. It would remain to be explored if there was an increase in online friendships as the students had access to internet and smart phones allowing for access to social media sites. More indepth conversations may reveal nuances of how the students adapted to use of internet to make friends. Field observations point to an increased exposure of young children to pornographic material through easy access to internet and smart phones.

28 percent of parents of children from class VI-VIII and 22 percent of parents of children from class IX – XII shared that they observed an increased sense of loneliness in their children. As pointed out earlier, in the case of emotional well being and mental health smaller set of evidence cannot be ignored as for those set of students it can possibly have an impact on their overall learning outcomes.

A small percent of parents, whether mothers or fathers acknowledged that there was an increase in conflict and tension with families. More percent of parents (62-71 percent) of younger children i.e classes I – V and VII and VIII denied there being an increase in conflict and tension as compared to parents (55-57 percent) of class XI-XII. There is clear distinction between mother's and father's perception as more mothers have refused to answer or have acknowledged existence of conflict.

Although the above observation seems to suggest that there was no increase in conflict and tension, when the parents were asked if there was a positive, negative or no impact on their mental and emotional health on account of school closure and children being at home all the times, nearly quarter of the parents said that there was a negative impact and another quarter said that there was a positive impact. About 40 percent of parents stated that there was no difference on their mental and emotional health.

Between 40-46 percentage of parents across class group reported that there was no difference between their relation with their children and between 42 – 49 percentage of parents across class groups felt that there was a positive improvement in their relationship with their children.

Students of class I-V reported practicing mindfulness a component of the Happiness curriculum. 72 percent students have stated that they practiced mindfulness. It may be noted that it is the government schools that had introduced the Happiness curriculum and the sample from these schools comprises nearly 3/4th of the students.

Parents were asked if their wards spoke to them about the Happiness audio. The happiness curriculum was designed and implemented for nursery to class VIII. 52 percent of parents of class I-V children and 50 percent of parents of class VI-VIII children affirmed that their children had spoken about the Happiness audio.

88 percent teachers of Classes I-V, 74 percent teachers of classes VI-VIII reported that Happiness classes were conducted. Interestingly 68 percent of teachers of class IX- XII also reported that Happiness classes were conducted. For the higher classes Happiness related activities are conducted through the Entrepreneurship Management Curriculum.

Overall there are clear signs of negative impact of school closure and prolonged online classes on the students emotional well being and mental health. On the positive side is the finding that students feel that they have been supported by parents and siblings and slighter higher set of parents feel that there is an improvement in their relationship with children. Families therefore seem to have provided a supportive environment to most children in the trying times of the pandemic. While there is evidence of Happiness curriculum related activities and classes being conducted, the study did not explore if these activities played a role in promoting emotional well being and mental health.

4.4 OVERALL IMPACT ON TEACHERS

Teachers are critical to education endeavour and therefore their own emotional well being and mental health are important to study. In terms of the gender-wise distribution of the teachers across the types of school management, most of the government school teachers were found to be male whereas, in private and aided schools, number of female teachers who participated in the survey was higher.

72percent of teachers lived with 3-5 family members and 56 percent of teachers had 2 children. Compared to the students and parents, 34 percent of teachers lived in 3 room homes and 38 percent lived in homes with more than 3 rooms and only 24 teachers lived in 2 room residences. This indicates some amount of ease in their being able to conduct the online classes while working from home due to the pandemic.

More teachers of private (37 percent) and aided schools (39 percent) stated that they found it moderately taxing to switch to the online mode than the government teachers (30 percent). And overall 29 percentage of teachers definitely found the shift quite burdensome. Across all management types 39 percent of teachers said they were very comfortable in adapting to the online teaching mode, 46 percent were moderately comfortable and 15 percent were not at all comfortable in taking online classes.

Teachers were asked how they felt during the school closure and through the online teaching period. There was a clear gender gap between with 34 percent female teachers not feeling cheerful and in good spirits compared to 25 percent male teachers saying the same of classes I -V. Similar trends is observed in other classes as well. On all other parameters such ability to calm oneself when scared, ability to find a solution, ability to control ones temper, both male and female teachers showed high level of confidence and parity of response. 89 percent male teachers concurred on the ability to know how to react in an unexpected situation compared to 84 percent female teachers.

Teachers of classes IX – XII reported increased screen time (33 percent) as the most significant negative fall out of the online teaching mode, followed by difficulty in balancing work and personal life (16 percent) followed by managing hybrid form of teaching (14 percent), extended working hours (13 percent) and poor learning outcome (12 percent). While the percent vary slightly the ranking remains the same for teachers of classes I-V and classes IX – XII.

As per the teacher's observations the most positive outcome of school closure and online mode of schooling, is the increase in parental involvement. The highest increase was reported by teachers of classes I-V (54 percent), followed by teachers of classes VI – VIII (41 percent) and by teachers of classes IX-XII (33 percent). Younger children may have needed more support to manage online classes and completion of worksheets compared to older children.

This study has brought out various facets of the emotional well being and mental health of students, parents and teachers. Some factors like the socioeconomic conditions cannot be addressed directly by the education system, but these realities can be taken into account through activities designed under the Happiness Curriculum. Students can be encouraged to speak about their lives and become more open and accepting of their emotions and experiences. The most important theme emerging is managing the learning loss and bringing back routine to the learning process. While access to smart phone and internet became compulsory for education, it would be critical to help students wean away from them and in particular if they have been exposed or addicted to harmful sites. The next section offers recommendation in more detail

CHAPTER 5-RECOMMENDATIONS

This study offers evidence to the Government of Delhi regarding the impact that the pandemic had on the mental and emotional well-being of the students and teachers, which in turn could be used to recognize the needs and expectations as the schools reopens. It also provides an avenue to assess the extent to which the programmes put in place were effective and to prepare to meet the challenges that still remain. It also offers an understanding of the socio-economic conditions of the parents and their views on their children's education and emotional mental well-being.

Based on the findings, this section offers recommendations for consideration and action

1. The socio-economic conditions of the family has a direct impact on learning outcomes. Students have to be encouraged to speak about their lives and become more open and accepting of their emotions and experiences they have gone through during this difficult period. This can be done by creation of safe spaces within class rooms through circle time, story sharing and role plays. This would help them to become more reflective and empathetic about themselves and their peers
2. School closure has led to a significant gap in learning. Efforts must be put into place to assess the gap and support teachers to initiate bridging classes in order to reduce the fall in learning levels.
3. Online schooling should only be considered in completely unavoidable circumstances, as overwhelming majority of students, teachers and parents have stated in different ways that face-to-face learning is the most preferred form of learning. However, keeping disaster and crisis in mind, tools facilitating online education should be made available to all and training modules should be created so that teachers are prepared if any such change or shift in future is required.
4. Students of Government schools have missed more attendance compared to private and aided schools. Thus, government schools would have to put in additional efforts to help identify the learning loss and then organise additional inputs to make up for the loss.
5. Students have acknowledged that their teachers were in touch with them and shared learning material. Teacher's efforts and commitment to support students should be appreciated.
6. Online classes have also led to increased screen time and social media exposure for most children. Schools need to take this seriously and ensure that children are educated and well-informed about the problems and concerns that surround social media and internet.
7. Non availability of device and unstable internet connectivity have been cited as the most significant reason for not being able to continuously access online classes. It is thus recommended that going forward, government could consider providing each child a tab on its own cost which allows only pre-loaded apps to be opened. This way the parents expenses could be saved to an extent and most importantly the students would not have access to other possible harmful or undesirable content from the internet.

8. Older children were given preferential access to the smart phone for online classes by the parents. A possible solution could be that the online classes could be scheduled in different shifts for classes, I-V, VI-VIII and IX -XII.
9. Bereavement due to Covid is reported by few students, parents or teachers. Dealing with grief should be introduced as part of the Happiness Curriculum as the pandemic is still not officially declared over and it may take a while before the herd immunity is fully developed across the global population.
10. Parents have observed behaviour changes among their children which clearly indicate that they are due to emotional changes being experienced by the children. Lack of routine and disturbed sleep pattern are the more significant changes that need to be addressed. Students themselves have reported feeling sad and angry or scared at times. Given that teachers have observed a positive trend in parents engagement with their children and the students themselves have stated that their families and siblings were supportive, programmes could be devised to actively engage family members and students in case there is further need of conducting online classes. SMCs could be engaged to create this bridge between parents and teachers. Educational and Vocational Guidance Bureau (EVGB) can also be utilised for this purpose.
11. Even though majority parents and students stated that there was no increase in conflict and tension within their households, one needs to acknowledge that surveys are not the best methods to probe and discuss issues linked to family dynamics. More research which adopts methods of qualitative and participatory research should be conducted to understand what kind of changes took place within families and how it impacted young children in terms of their emotional well-being.
12. In order to shift gender roles to bring about greater equality between boys and girls and men and women, the socialization and messages that get passed through schools and media play a very important role. More girls reported helping in housework compared to boys. Teachers should be provided training to pick up on such gender differences and encourage young boys and girls to challenge stereotypes and build more egalitarian communities.
13. Older students have been more stressed about exams compared to the younger children. Special sessions to support them with exams, bridging sessions to fill the learning gaps would be helpful. Older children especially, XI-XII are also likely to be concerned about further studies, choice of stream and vocations. Specific sessions for vocational counselling could be organized to familiarise them with the wide range of short-term courses that can lead to skill training and better job prospects.
14. Keeping the challenges that students have had to face in mind, more activities within the happiness curriculum are developed which could help students reflect on their experiences of these last two years and are able to come to terms with the sense of loss and uncertainty that they have had to deal with. Through story session, play activities, role plays, students can be encouraged to talk and share. Counsellors from the Educational and Vocational Guidance Bureau (EVGB), Directorate of Education can be used to guide students through these new realities.
15. Happiness curriculum seems to be well embedded and both teachers and parents have acknowledged that they are conducted quite regularly. The government should certainly

invest in some longitudinal studies to track the impact of the curriculum on not just learning outcomes but also overall emotional well-being and mental health even after students pass out from school.

16. Most teachers were able to adjust to the online mode of teaching, however it has led to an increase in their screen time and difficulty in balancing work and personal life. Teachers should be supported to address their emotional well being and mental health, through workshops and streamlining their work hours.
17. Students have reported lower levels of women working as domestic worker compared to parents themselves. It would be important to cover topics like dignity of labour and recognizing women's role in the economy in the curriculum in age appropriate ways.
18. Women's unpaid work remains largely invisible and unaccounted for and causes time poverty for the women and emotional stress as indicated by the less number of female teachers stating that they feel cheerful and happy or calm and relaxed compared to their male counter parts. Policy makers need to acknowledge that the differential and unequal burden of unpaid care that fall in most cases on women.

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APPENDIX

This appendix follows the groups/tools that were covered in the study i.e. students, teachers and parents.

- The student data tables are further sub divided into class I to V, class VI to XII and presented in Table Nos. from 1 to 29.
- The teachers data Tables presented in Table Nos from 30 to 52
- The Parents data Tables presented in Table Nos from 53 to 74
- Socio Economic Profiling of Students, Teachers and Parents is presented in Tables from 75 to 89

Student Data Tables

1.1 CLASS I TO V

Table 1: Students distribution by management type

School Management Type	Percentage
Aided	12
Private/DOE Unaided	15
Government	73
Total	100

Table 2: Students distribution by Classes

Class	Number	Percentage
Class 1	554	19
Class 2	578	20
Class 3	597	20
Class 4	601	20
Class 5	624	21
Total	2,956	100

Table 3: Students distribution by Gender

Class	Boy	Girl	Total
Refused to answer	1	1	2
1	288	266	554
2	298	280	578
3	312	285	597
4	317	284	601
5	327	297	624
Total	1,543	1,413	2,956

Table 4: Students distribution by Disability

Disability	Number	Percentage
No	2,942	99.5
Yes	14	0.5
Total	2,956	100

Table 5: Do you practice mindfulness? (in %)

	Refused to answer	No	Yes	Total
Boy	0.97	29.6	69.5	100
Girl	0.85	25.2	74.0	100
Total	0.91	27.5	71.6	100

Table 6: Have you missed going to school during the lockdown? (In %)

	Refused to answer	No	Yes	Total
Boy	0.19	6.22	93.58	100
Girl	0	5.45	94.55	100
Total	0.1	5.85	94.05	100

Table 7: Have you been able to go for play with friends during lockdown? (In %)

	Refused to answer	Daily	Sometimes	Never	Total
Boy	0.32	25.02	28.13	46.53	100
Girl	0.28	23.64	27.67	48.41	100
Total	0.3	24.36	27.91	47.43	100

Table 8: I have been spending time/playing with my siblings and families? (In %)

	Refused to answer	Daily	Sometimes	Never	Total
Boy	0.65	77.38	16.33	5.64	100
Girl	0.42	79.55	15.57	4.46	100
Total	0.54	78.42	15.97	5.07	100

Table 9: While answering the following statements, please select on the basis of how have you mostly felt over the period of last one year (In %)

A) I have felt happy and cheerful at home

	Refused to Answer	Always	Sometimes	Never	Total
Boy	0.26	73.6	17.2	8.9	100
Girl	0.35	70.8	19.6	9.3	100
Total	0.3	72.3	18.4	9.1	100

B) I have felt sad and angry being at home during lockdown

	Refused to Answer	Always	Sometimes	Never	Total
Boy	1.81	27.0	40.3	30.9	100
Girl	1.77	27.7	43.0	27.5	100
Total	1.79	27.4	41.5	29.3	100

C) I feel scared being at home

	Refused to Answer	Always	Sometimes	Never	Total
Boy	4.34	29.8	25.0	41.0	100
Girl	5.02	33.6	23.5	37.9	100
Total	4.67	31.6	24.3	39.5	100

Table 10: What did you do when you were scared? (In %)

	Told my parents	Told my Siblings	Told my friends	Did not do anything	others	refused to answer
Boy	85	9	3	3	1	4
Girl	86	12	2	3	0	3
Total	85.6	10.4	2.5	2.8	0.6	3.1

1.2 STUDENTS CLASS VI TO XII

Table 11: Students distribution by management type

School Management Type	Number	Percentage
Aided	725	12
Private/DOE Unaided	888	14
Government	4,518	74
Total	6,131	100

Table 12: Students distribution by Classes

Class	Number	Percentage
Refused to Answer	1	0.02
Class 6	838	14
Class 7	918	15
Class 8	1,204	20
Class 9	727	12
Class 10	956	16
Class 11	482	8
Class 12	1,005	16
Total	6,131	100

Table 13: Students distribution by Gender

Absolute Numbers			
Class	Boy	Girl	Total
Refused to answer	1	0	1
Class VI	410	428	838
Class VII	451	467	918
Class VIII	596	608	1,204
Class IX	355	372	727
Class X	473	483	956

Class XI	260	222	482
Class XII	500	505	1,005
Total	3,046	3,085	6,131

Table 14: Students distribution by Disability

	Disability	Number
Refused to Answer	1	0.02
Yes	21	0.3
No	6,109	99.6
Total	6,131	100

Table 15: Did any of your parents lose job?(In %)

Job Loss	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.5	0.3	0.6	0.4	0.5
Yes, my father	35.1	31.7	33.4	35.1	33.1	34.1
Yes, My mother	2.6	2.3	2.5	2.4	3.3	2.8
Yes, both Parents	2.5	2.3	2.4	1.7	2.3	2.0
Yes, my guardian	0.5	1.1	0.8	0.9	1.0	0.9
No	58.8	61.4	60.1	59.1	60.0	59.5
Don't know	0.3	0.7	0.5	0.3	0.0	0.2
Total	100	100	100	100	100	100

Table 16: When your school was closed due to COVID-19, did your teachers take any online classes or share any learning materials? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.4	0.2	0.3	0.1	0.0	0.1
No	6.8	4.5	5.6	2.6	2.3	2.5
Yes	92.8	95.3	94.1	97.2	97.7	97.4
Total	100	100	100	100	100	100

Table 17: In the last week of school closure, which platforms were used for the online classes or for sharing learning materials? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	4.7	1.9	3.3	1.2	0.9	1.0
Whatsapp	32.3	23.7	27.9	21.6	21.3	21.5
Zoom/Webex/Teams/Meet/Skype Google	58.8	71.3	65.1	74.6	74.5	74.6
E-Mail/ Google Classroom	2.1	2.3	2.2	1.5	2.2	1.9
Other	2.2	0.8	1.5	1.0	1.1	1.0
Total	100	100	100	100	100	100

Table 18: Did any of your teachers contact you through call, whatsapp, or message about schoolwork when the school was closed? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	1.1	0.2	0.64	0.19	0.13	0.16
Yes	81.0	86.4	83.8	88.0	89.7	88.9
No	10.3	7.6	8.9	5.5	4.36	4.92
Sometimes	7.6	5.8	6.7	6.3	5.82	6.06
Total	100	100	100	100	100	100

Table 19: Did you receive any books, assignments or learning materials from your teachers when schools were closed? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	1.0	0.3	0.6	0.3	0.2	0.2
Yes	83.1	86.6	84.9	88.7	90.8	89.7
No	8.1	6.8	7.4	5.7	4.7	5.2
Sometimes	7.9	6.3	7.1	5.4	4.4	4.9
Total	100	100	100	100	100	100

Table 20: Sometimes you might have had to miss online classes for various reasons. In the last week of school closure, were you able to attend online classes or access learning materials that were shared? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	1.0	0.1	0.6	0.1	0.3	0.2
Yes, all days	62.5	67.5	65.0	62.7	69.0	65.8
Yes, somedays	29.2	27.0	28.1	34.3	28.4	31.4
No	6.7	5.3	6.0	2.5	2.2	2.3
Don't Remember	0.6	0.2	0.4	0.4	0.2	0.3
Total	100	100	100	100	100	100

Table 21: What was the reason why you were not able to attend the online classes (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	3.8	2.8	3.3	1.2	1.3	1.2
There is no device at home	26.9	19.6	23.4	17.9	20.8	19.2
There is no device during class time	24.8	23.2	24.0	24.7	24.4	24.6
Internet connectivity is poor	24.0	32.8	28.2	31.0	34.1	32.4
Limited internet data available	9.0	10.2	9.6	8.2	7.4	7.8
I don't understand online classes	2.8	4.3	3.5	3.5	2.7	3.1
I had work at home	6.6	5.1	5.9	11.0	8.8	10.0
I did not want to attend class	2.2	1.9	2.1	2.6	0.4	1.6
Total	100	100	100	100	100	100

Table 22: Some students find it hard to understand concepts through online classes or materials shared via whatsapp whereas some are able to understand well. Are you able to understand concepts through online classes or materials shared by your teacher? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	2.9	0.5	1.7	0.4	0.8	0.6
Yes, most of the times	64.7	70.1	67.5	63.4	69.2	66.3
Yes, sometimes	23.1	22.0	22.5	30.8	24.3	27.5
No	9.3	7.4	8.3	5.5	5.8	5.6
Total	100	100	100	100	100	100

Table 23: Why do you think you are not able to understand concepts well through online classes or materials? There are no right or wrong answers. We just want to understand your view. (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to answer	11.1	14.0	12.5	9.9	11.6	10.7
I was not able to understand teacher	18.2	14.3	16.3	21.2	14.7	18.3
I was unable to speak and discuss my doubts	16.8	20.2	18.5	18.1	18.9	18.5
I had to help at home and didn't have full focus	6.2	8.1	7.1	5.1	6.2	5.6
I don't enjoy the class	8.5	8.3	8.4	7.4	6.2	6.8
I don't have quiet space/room/separate room to attend online class	6.2	5.2	5.7	3.6	5.7	4.6
I didn't have good internet connectivity	32.9	29.8	31.4	34.7	36.7	35.6
Total	100	100	100	100	100	100

Table 24: Some students prefer this online mode of learning but others like going to school. Which mode of education do you prefer the most? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.0	0.0	0.1	0.1	0.1
I prefer attending school online	2.7	2.1	2.4	4.6	2.1	3.3
I prefer going to school	92.8	93.1	92.9	91.0	93.1	92.1
I like both online and in-person mode work	3.5	4.5	4.0	3.2	4.4	3.8
I dislike both attending online and offline class	1.0	0.4	0.7	1.1	0.4	0.8
Total	100	100	100	100	100	100

Table 25: Since you did not have to go to school during the period of online classes, what did you do? There are no right or wrong answers. (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.1	0.1	0.1	0.1	0.1

I was not doing anything in particular	9.8	9.5	9.7	12.6	7.4	10.0
I was sleeping	2.6	2.2	2.4	3.1	3.4	3.2
I was playing outside the house	8.8	5.5	7.1	7.4	3.0	5.2
I met with friends	1.9	1.9	1.9	2.3	0.7	1.5
I was using the mobile	5.8	3.6	4.7	11.3	7.0	9.2
I played video games	8.6	3.2	5.9	7.1	3.2	5.1
I read books (school/comic)	33.2	40.9	37.1	26.4	33.8	30.1
I attended online classes or completed homework	23.6	22.2	22.9	22.7	28.6	25.6
I was helping at home	5.5	10.9	8.2	7.0	13.0	10.0
Total	100	100	100	100	100	100

Table 26: Questions on mental well-being

We will read out a few statements now and you can choose if you strongly agree, strongly disagree or are undecided. There are no right or wrong answers. Please think about the last month of school closure /online classes when you answer these questions:

A) felt cheerful and have remained in good spirits (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.4	0.2	0.2	0.6	0.4
Agree	70.4	72.6	71.5	69.5	70.1	69.8
Undecided	3.4	2.3	2.9	3.6	3.0	3.3
Disagree	26.1	24.6	25.3	26.7	26.2	26.5
Don't Want to Talk About it	0.1	0.1	0.1	0.0	0.2	0.1
Total	100	100	100	100	100	100

B) felt irritated and frustrated (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.2	0.1	0.1	0.3	0.1	0.2
Agree	44.8	49.4	47.1	49.8	53.6	51.7
Undecided	5.0	5.0	5.0	4.6	4.5	4.5
Disagree	50.0	45.5	47.7	45.3	41.8	43.6
Don't Want to Talk About it	0.1	0.0	0.0	0.1	0.0	0.0
Total	100	100	100	100	100	100

C) felt motivated and excited (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.3	1.1	0.7	0.3	0.3	0.3
Agree	69.2	73.0	71.1	68.1	71.3	69.7
Undecided	3.6	2.9	3.3	3.5	3.6	3.6
Disagree	26.6	23.0	24.8	27.9	24.6	26.2
Don't Want to Talk About it	0.2	0.1	0.1	0.2	0.3	0.2
Total	100	100	100	100	100	100

D) been getting sufficient meal to eat at home (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0	0.13	0.07	0	0	0
Agree	85.4	85.2	85.3	85.4	87.3	86.4
Undecided	2.5	3.7	3.1	1.8	2.1	1.9
Disagree	11.6	10.4	11.0	12.6	10.4	11.5
Don't Want to Talk About it	0.5	0.5	0.5	0.2	0.2	0.2
Total	100	100	100	100	100	100

E) My parents and siblings encourage and help me to do things I wish to do (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.3	0.2	0.1	0.1	0.1
Agree	91.1	90.2	90.6	92.7	92.3	92.5
Undecided	2.4	2.3	2.4	1.3	2.0	1.6
Disagree	6.4	7.2	6.8	5.8	5.6	5.7
Don't Want to Talk About it	0.1	0.0	0.0	0.2	0.1	0.2
Total	100	100	100	100	100	100

F) I have missed meeting my friends in school (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.3	0.2	0.3	0.0	0.1
Agree	85.8	83.4	84.6	86.3	87.0	86.7
Undecided	1.9	2.6	2.2	1.6	2.0	1.8
Disagree	12.2	13.7	13.0	11.8	10.9	11.4
Don't Want to Talk About it	0.1	0.0	0.0	0.0	0.1	0.1
Total	100	100	100	100	100	100

G) I generally feel stressed about my studies in school (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.5	0.2	0.3	0.5	0.4	0.4
Agree	57.6	58.1	57.8	63.1	68.7	65.9
Undecided	2.1	4.0	3.0	2.3	3.3	2.8
Disagree	39.6	37.5	38.5	34.0	27.7	30.8
Don't Want to Talk About it	0.3	0.3	0.3	0.1	0.0	0.0
Total	100	100	100	100	100	100

H) When my exams are approaching, I feel more stressed about my studies and marks (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total

Refused to Answer	0.6	0.1	0.3	0.7	0.4	0.6
Agree	64.1	64.9	64.5	72.0	75.9	74.0
Undecided	2.3	3.1	2.7	1.4	2.1	1.7
Disagree	33.0	31.6	32.3	25.9	21.5	23.7
Don't Want to Talk About it	0.1	0.2	0.2	0.0	0.1	0.1
Total	100	100	100	100	100	100

l) I have more disagreements with my parents since schools have been closed due to COVID (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.3	1.4	0.9	0.9	1.1	1.0
Agree	15.3	16.2	15.8	16.5	17.1	16.8
Undecided	2.4	4.0	3.2	2.8	3.2	3.0
Disagree	81.1	78.0	79.5	79.2	78.2	78.7
Don't Want to Talk About it	0.8	0.4	0.6	0.7	0.3	0.5
Total	100	100	100	100	100	100

J) I have more disagreements with my brother or sister or friends since schools have been closed due to COVID (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.82	2.26	1.56	1.2	0.82	1.01
Agree	25.02	28.7	26.89	21.66	27.34	24.5
Undecided	3.3	3.86	3.58	3.23	4.94	4.08
Disagree	70.17	64.91	67.5	73.4	66.58	69.99
Don't Want to Talk About it	0.69	0.27	0.47	0.51	0.32	0.41
Total	100	100	100	100	100	100

K) There has been more conflict and tension/ladai-jhagra at home since schools have been closed due to COVID (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.8	1.7	1.3	0.9	1.1	1.0
Agree	8.6	11.3	10.0	9.4	9.4	9.4
Undecided	7.0	8.2	7.6	7.2	6.4	6.8
Disagree	82.6	78.1	80.3	82.1	82.9	82.5
Don't Want to Talk About it	1.0	0.7	0.8	0.3	0.3	0.3
Total	100	100	100	100	100	100

Table 27: When there is conflict and tension at home, do you feel fearful? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.6	0.7	0.6	0.2	0.3	0.2
Agree	59.5	60.5	60.0	72.0	65.5	68.8

Undecided	35.3	34.3	34.8	25.5	31.9	28.7
Disagree	1.0	0.8	0.9	0.4	0.4	0.4
Don't Want to Talk About it	3.6	3.7	3.6	1.9	2.0	1.9
Total	100	100	100	100	100	100

Table 28: Did anyone in your family got severely infected with Covid-19 virus? (In %)

Did anyone in your family got severely infected with Covid-19 virus	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.1	0.0	0.0	0.0	0.1	0.1
Yes	7.2	10.1	8.7	10.6	12.9	11.7
No	92.4	89.8	91.1	89.4	87.0	88.2
Don't Know / Can't say	0.3	0.1	0.2	0.1	0.1	0.1
Total	100	100	100	100	100	100

Table 29: If yes in Q. 23, have they recovered now? (In %)

	Class VI to VIII			Class IX to XII		
	Boy	Girl	Total	Boy	Girl	Total
Refused to Answer	0.0	0.7	0.4	0.0	0.0	0.0
Yes, everyone is fine	93.3	92.8	93.0	90.4	93.6	92.2
No, we had bereavement in the family	5.7	6.6	6.2	9.6	6.4	7.8
No, they are still unwell	1.0	0.0	0.4	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Teachers Data Tables

Table 30: Teacher's distribution by management type

School Management Type	Number	Percentage
Aided	196	11
Private/DOE Unaided	263	15
Government	1,313	74
Total	1772	100

Table 31: Teacher's distribution by Gender

Gender	Number	Percentage
Male	638	36
Female	1,134	64
Total	1,772	100

Table 32: Teacher's distribution by Marital Status

Marital Status	Number	Percentage
Refused to Answer	24	1
Unmarried	280	16
Married	1,459	82
Divorced/Widowed	9	0.51
Total	1,772	100

Table 33: Number of Children Teachers have

Number of Children	Number	Percentage
0	140	9.74
1	382	26.56
2	804	55.91
3	93	6.47
4	12	0.83
5	4	0.28
6	3	0.21
Total	1,438	100

Table 34: Classes taught by the teachers

Classes Taught	Number	Percentage
Class I to V	533	26.7
Class VI to VIII	602	30.1
Class IX to XII	862	43.2
Total	1997	100

Table 35: Number of Family Members Teachers have

Number of Family Members	Number	Percentage
0	17	0.96
1	9	0.51
2	68	3.84
3	243	13.71
4	654	36.91
5	375	21.16
6	231	13.04
7	72	4.06
8	31	1.75
9	33	1.86
10	16	0.9
11	9	0.51

12	7	0.4
13	4	0.23
14	1	0.06
17	1	0.06
18	1	0.06
Total	1,772	100

Table 36: What is your preferred teaching platform? (in %)

Platform	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	0	0	0	0
Face to face	98	98	98	98
Online	2	2	2	2
Total	100	100	100	100

Table 37: Do you feel the shift to online classes has been taxing on the teachers? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	0	0	0	0
Yes	29	40	32	33
Moderately	32	28	31	31
No	39	32	37	37
Total	100	100	100	100

Table 38: The shift of education to online mode has been comfortable for some teachers and difficult for some teachers. How has the experience of taking classes online been for you? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	1	0	0	1
Very Comfortable	39	38	40	39
Moderately Comfortable	46	47	45	46
Not at all comfortable	15	15	15	15
Total	100	100	100	100

Table 39: While answering the following statements, please select on the basis of how have you mostly felt over the period of last one year (In %)

	Class I to V				Class VI to VIII				Refused to Answer	Class IX to XII		
	Refused to Answer	Agree	Disagree	Not Sure/D on't Know	Refused to Answer	Agree	Disagree	Not Sure/D on't Know		Agree	Disagree	Not Sure/D on't Know
I have felt cheerful and in good spirits	1	62	31	6	0	57	38	5	0	61	34	5
I wake up feeling fresh and rested	1	69	26	5	2	64	29	5	1	68	27	4
I have felt calm and relaxed	1	73	22	4	0	71	24	5	0	70	25	4
When I am scared I can calm myself down	1	89	8	3	1	89	9	1	1	89	8	3
If I am in trouble I can think of a solution	1	93	4	2	0	93	6	1	0	94	4	1
I can control my temper	0	90	7	3	0	92	5	2	1	91	6	2
If something unexpected happens I know how to react	1	86	8	5	1	88	7	5	1	86	9	4

Table 40: Did anyone in your family got severely infected with Covid-19 virus? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Yes	46	46	50	48
No	53	54	50	52
Don't Know/Can't Say	0	0	0	0
Total	100	100	100	100

Table 41: Have they recovered now? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	0	0	0	0
Yes, everyone is fine	93	92	92	93
No, we had bereavement in the family	7	8	6	6
No, they are still unwell	0	0	1	0
Don't Know/Can't Say	0	0	1	0
Total	100	100	100	100

Table 42: How many students in your class are able to join online classes? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Less than 25%	9	8	6	7
25-50%	33	35	28	31
50-75%	38	37	47	42
More than 75%	21	20	19	20
Total	100	100	100	100

Table 43: Which among the following options are valid for students who are not joining online classes: (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	2	2	3	3
Poor internet connectivity	29	29	34	32
Limited internet data	10	10	13	12
Non-availability of a device at home from 8 am to 7 pm	35	38	25	31
Difficulty in understanding	2	1	1	1
Attention span is seen to be low in online mode	1	2	2	2
Not motivated by parents to join	1	1	2	1
Limited access to device	20	17	20	19
Total	100	100	100	100

Table 44: Were the students able to turn in homework during the online classes? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	1	0	0	0
Yes	68	60	63	64
Sometimes	27	33	31	30
Not at all	4	7	6	6
Total	100	100	100	100

Table 45: Did the students' academic performance get impacted with the shift to online classes? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	1	1	1	1
For the better	37	37	38	38
For the worse	45	47	48	47
No Impact	17	15	13	15
Total	100	100	100	100

Table 46: Were the Happiness Classes being conducted online in your school during the school closure? (In %)

	Class I to V	Class VI to VIII	Class IX to XII	Total
Refused to Answer	1	1	2	1
Yes	88	74	68	75
Sometimes	6	15	14	12
Never	5	9	15	11
Not Applicable (Select for Private schools or schools where happiness curriculum is not followed)	1	1	1	1
Total	100	100	100	100

Table 47: Could you see a change in the mental and emotional well-being of students during the school lockdown? (In %)

	Class I to V	Class VI to VIII	Class IX to XII
Refused to Answer	2	1	2
Improved	34	30	27
Worsened	45	53	57
No Change	19	16	14
Total	100	100	100

Table 48: What according to you has been the general emotion among students during this pandemic and school closure? (In %)

	Class I to V	Class VI to VIII	Class IX to XII
Refused To Answer	1	0.3	0.9
Happy	34	31.0	27.6
Sad	12	11.9	12.0
Worried	25	34.4	35.9
Anxious	23	16.1	17.9
Angry	1	1.0	1.4
Excited	5	5.2	4.2
Total	100	100	100

Table 49: What according to you is working well through the online mode that you would like to see continued? (In %)

	Class I to V	Class VI to VIII	Class IX to XII
Refused to Answer	8	9	11
Students' attendance	13	13	15
Increased participation	10	12	12
Parents' involvement	54	41	33
More time in hand	15	24	28
Total	100.0	100	100

Table 50: What according to you is challenging about the online mode of teaching during the Pandemic? (In %)

challenging about the online mode of teaching during the Pandemic	Class I to V	Class VI to VIII	Class IX to XII
Refused to Answer	4	2.5	1.8
Extended working hours	16	13.2	12.5
Burn out	7	8.8	6.1
Difficulty in balancing work and personal life	18	15.9	15.6
Increased screen time	26	32.9	32.8
Managing Hybrid form of teaching	12	11.0	13.5
Poor learning Outcomes	9	9.8	11.5
Increased Drop out	8	6.1	6.3
Total	100.0	100.0	100.0

Table 51: Number of Family Members by Types of Residence (In %)

Family Member	Types of residence					Total
	Refused Answer	One Room	Two Room	Three Room	More than 3 Rooms	
Live alone	0	1	7	5	4	17
1-2	0	6	33	19	19	77
3-5	4	43	346	473	406	1272
More than 5	1	17	47	99	242	406
Total	5	67	433	596	671	1772

Table 52: Distribution of teachers by Gender and Management type (In %)

	Class I to V			Class VI to VIII			Class IX to XII			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Aided	3	14	10	8	15	12	7	13	11	6	14	11
Government	96	66	75	90	56	69	85	70	75	89	66	74
Private/DOE Unaided	1	20	14	2	29	18	8	17	14	5	21	15
Total	100	100	100	100	100	100	100	100	100	100	100	100

PARENTS DATA TABLES

Table 53: Distribution of Parents by Gender (In %)

Gender	Absolute Numbers	Percentage
Male	1,034	59
Female	719	41
Total	1,753	100

Table 54: While answering the following statements, please select on the basis of how your child has mostly been over the period of last six months (In %)

	Class I to V				Class VI to VIII				Class IX to XII				Total			
	Ref use d to Answer	A g r e e	D i s a g r e e	Not Sure /Don't Know	Ref use d to Answer	A g r e e	D i s a g r e e	Not Sure /Don't Know	Ref use d to Answer	A g r e e	D i s a g r e e	Not Sure /Don't Know	Ref use d to Answer	A g r e e	D i s a g r e e	Not Sure /Don't Know
S/he has been eating lots of junk food (Pizza, Burger, Fried food)	0	21	74	4	0	16	75	8	2	23	72	3	1	20	74	5
S/he has been eating more than her regular diet	0	27	68	5	1	26	69	4	1	23	75	2	1	25	70	3
S/he has been eating less than her usual diet	0	35	60	4	0	28	64	7	1	28	68	2	1	31	64	5
S/he goes to play outside regularly	0	30	67	3	1	24	68	7	1	23	72	4	1	26	69	5
S/he has been having disturbed sleep pattern (sleeping more or less)	1	47	49	3	1	44	48	7	0	40	55	4	1	44	51	5
S/he has no fixed routine	0	53	41	5	0	57	40	3	0	46	50	3	0	52	44	4
S/he has no physical activity	0	59	37	3	2	53	43	2	0	52	44	4	1	55	41	3
S/he gets irritated easily	0	43	56	1	0	42	53	5	1	43	54	2	0	43	54	3

S/he gets angry on small things	0	4 2	5 6	2	1	4 4	4 9	6	0	4 1	5 5	3	0	4 2	5 3	4
S/he meets her friends very often	0	3 1	6 4	4	1	2 9	6 5	5	1	3 0	6 5	4	1	3 0	6 5	4
S/he dislikes staying alone at home	0	2 0	7 7	2	1	3 4	6 3	2	0	2 6	6 9	4	0	2 7	7 0	3

Table 55: Distribution of Parents by Class (In %)

Class	Freq.	Percent
Class I to V	622	35
Class VI to VIII	566	32
Class IX to XII	565	32
Total	1,753	100

Table 56: Has your child been feeling lonely during the Covid lockdown? (In %)

	Refused to answer	Yes	No	Sometimes	Total
Class I to V	0	24	62	14	100
Class VI to VIII	0	28	62	10	100
Class IX to XII	0	23	59	18	100
Total	0	25	61	14	100

Table 57: Has your child been attending online classes? (In %)

	Refused to answer	Yes	No	Sometimes	Total
Class I to V	0.64	83	8	8	100
Class VI to VIII	0	80	8	11	100
Class IX to XII	0	86	4	10	100
Total	0.23	83	7	10	100

Table 58: Is your child eager to attend the online classes? (In %)

	Yes	No	Sometimes	Total
Class I to V	75	9	16	100
Class VI to VIII	79	4	17	100

Class IX to XII	83	7	11	100
Total	79	7	14	100

Table 59: How the child managed studies during this period? (In %)

	Refused to answer	Studied on his/her own	Studied with help of tutor	Studied with the help of study material/ worksheets provided by school	Studied with help from older sibling/ parent	Did not study	
Class I to V	2	6	15	25	23	29	100
Class VI to VIII	4	33	15	15	11	22	100
Class IX to XII	5	41	9	9	5	32	100
Total	3	23	14	18	15	27	100

Table 60: Do you have a device to provide the child for attending online classes? (In %)

	Refused to answer	Yes	No	Sometimes	Total
Class I to V	0	81	8	11	100
Class VI to VIII	0.35	74	9	16	100
Class IX to XII	0	77	11	12	100
Total	0.11	78	9	13	100

Table 61: What kind of device your child uses for attending online classes? (In %)

	Refused to answer	Laptop/Desktop	Smartphone	Tablet	Other	Total
Class I to V	0	0	99	0	0	100
Class VI to VIII	0	1	98	1	0	100
Class IX to XII	0	1	98	0	0	100
Total	0	1	98	1	0	100

Table 62: How did your child managed online classes? (in %)

	Refused to Answer	Shared device with friends	Shared Device with relatives/ neighbours	Attended classes from paid centres/ cyber cafes	Did not attend online classes	Total
Class I to V	16	16	14	0	54	100
Class VI to VIII	6	31	13	0	50	100

Class IX to XII	6	47	19	3	24	100
Total	9	32	16	1	41	100

Table 63: How much accessibility the child has to the device? (in %)

	Refused to answer	Full accessibility	Partial accessibility (Shares with siblings/parents/other family members)	No personal access (Goes to neighbours/relatives)	No personal access (Goes to cyber café/any other paid centre)	Total
Class I to V	3.12	25.62	68.8	2.13	0.33	100
Class VI to VIII	2.86	30.23	62.97	3.4	0.54	100
Class IX to XII	1.43	41.35	51.52	4.99	0.71	100
Total	2.49	32.22	61.31	3.47	0.52	100

Table 64: How satisfied are you with the way learning is structured for students in the online mode (In %)

	Refused to answer	Satisfied	Neither satisfied nor unsatisfied	Unsatisfied	Total
Class I to V	1.13	30.71	35.05	33.12	100
Class VI to VIII	0.53	25.62	40.11	33.75	100
Class IX to XII	1.06	26.37	38.94	33.63	100
Total	0.91	27.67	37.93	33.49	100

Table 65: Has your child spoken to you about Happiness audio from school? (In %)

	Refused to answer	Yes	No	Often	Rarely	Total
Class I to V	0.64	51.93	35.53	6.43	5.47	100
Class VI to VIII	0.35	49.65	32.33	9.01	8.66	100
Class IX to XII	2.12	36.64	41.42	7.96	11.86	100

Total	1.03	46.26	36.39	7.76	8.56	100
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Table 66: Have there been increase in conflicts/tension (ladai-jhagra) within the family during lockdown/pandemic? (In %)

	Refused to Answer	Yes	A Little	Not at all	Total
Class I to V	3.05	9.16	19.29	68.49	100
Class VI to VIII	2.12	8.3	26.86	62.72	100
Class IX to XII	4.42	5.49	34.34	55.75	100
Total	3.19	7.7	26.58	62.52	100

Table 67: During the lockdown, the presence of complete family 24*7, has it in anyway impacted your mental health? (In %)

	Refused to Answer	Yes, Positively	No, I have not felt any difference	Yes, Negatively	Total
Class I to V	2.57	24.92	43.41	29.1	100
Class VI to VIII	2.65	27.74	42.93	26.68	100
Class IX to XII	1.59	26.19	45.49	26.73	100
Total	2.28	26.24	43.92	27.55	100

Table 68: Due to the pandemic children are at home, in what way has this impacted your relationship with your child: (In %)

	Refused to Answer	Yes, positively	No difference	Yes, negatively	Total
Class I to V	1.45	45.5	44.21	8.84	100
Class VI to VIII	1.77	48.06	39.58	10.6	100
Class IX to XII	1.77	42.12	46.02	10.09	100
Total	1.65	45.24	43.3	9.81	100

Table 69: What has been the overall impact of the COVID19 pandemic on your paid work employment? (In %)

	Absolute Numbers	Percentage
Refused to Answer	30	2
It took away my family source of income	779	44
Huge wage cuts/Fall in income	683	39
Harassment from employer/contractor increased	20	1
Harassment from police/public increased	50	3
There was no impact, work continued	191	11
Total	1,753	100

Table 70: Who does majority of unpaid household/domestic chores in your family? (In %)

Gender	Refused to Answer	Self	Spo use	Daughter/Daughter in law	Son/Son in Law	Mother/Mother-in-law	Father/Father-in-law	Relative	Servant/Maid	Total

Male Response	6	42	45	3	1	2	1	0	1	100
Female Response	6	66	16	7	1	3	0	1	0	100
Total	5.76	51.85	32.92	4.62	1.08	2.57	0.51	0.29	0.4	100

Table 71: online classes and children being home increased care burden at home

	Absolute Numbers	Percentage
Refused to Answer	1	0.06
Yes	452	25.78
No	1,083	61.78
Sometimes	217	12.38
Total	1,753	100

Table 72: Did anyone in your family got severely infected with Covid-19 virus?

	Absolute Numbers	Percentage
Yes	74	4.22
No	1,678	95.72
Don't Know/Can't Say	1	0.06
Total	1,753	100

Table 73: If yes in Q. 15, have they recovered now

If yes in Q. 15, have they recovered now	Absolute Numbers	Percentage
Yes, everyone is fine	63	85.14
No, we had bereavement in the family	11	14.86
Total	74	100

Table 74: online classes and children being home increased care burden at home? (In %)

	Refused to Answer	Yes	No	Sometimes	
Male Response	0	25	61	14	100
Female Response	0	27	63	10	100
Total Response	0	26	62	12	100

Socio Economic Profiling

STUDENTS CLASS I TO V

Table 75: Parents and Guardian's Occupation (In %)

	Occupation		Guardian's Occupation
	Fathers Occupation	Mothers Occupation	
Refused to Answer	0.78	0.2	11.54
Driver	11.06		

Guard/Gate Keeper/Security Worker	4.3	0.3	
Domestic Worker/Housemaid	6.87	5.89	
Support Staff (Peon/Cleaner/ Aaya etc.)	12.82	2.33	7.69
Delivery packaging	3.42		
Gardener	0.61		3.85
Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc.	20.87	2.54	11.54
Big Business/Factory Owner/Big Shop Owner	6.8	0.47	
Basic Professionals (school teachers, Associates, data entry etc.)	9.98	3.01	3.85
High profile Professionals (Engineers, Doctors, Lawyers etc.)	4.16	1.12	
Homemaker	0.44	77.47	11.54
Not Working	1.18	3.79	3.85
Don't Know/Can't Say	9.47	1.08	30.77
Not Applicable	0.74	0.17	11.54
Daily Wage Labourers	6.43	1.32	3.85
Total	100	100	100

Table 76: Types of Residence (In %)

Types of Residence	Number	Percentage
Refused to Answer	13	0.44
One Room	1,134	38.36
Two Room	935	31.63
Three Room	488	16.51
More than 3 Rooms	386	13.06
Total	2,956	100

Table 77: Total Number of Family Members (In %)

	Number	Percentage
3	170	5.75
4	1,029	34.81
5	927	31.36
6	403	13.63
7	187	6.33
8	89	3.01
9	55	1.86
10	49	1.66
11	16	0.54
12	12	0.41
13	6	0.2
14	5	0.17
15	4	0.14
16	1	0.03

18	1	0.03
20	1	0.03
25	1	0.03
Total	2,956	100

Table 78: Total Number of Siblings (In %)

	Number	Percentage
0	233	7.88
1	1,258	42.56
2	980	33.15
3	313	10.59
4	111	3.76
5	34	1.15
6	19	0.64
7	4	0.14
8	4	0.14
Total	2,956	100

STUDENTS CLASS VI TO XII

Table 79: Parents and Guardian's Occupation (In %)

	Fathers Occupation	Mothers Occupation	Guardian's Occupation
Refused to Answer	0.49	0.2	16.53
Driver	11.29	0.1	4.55
Guard/Gate Keeper/Security Worker	6.36	0.38	2.48
Domestic Worker/Housemaid	5.69	4.47	7.85
Support Staff (Peon/Cleaner/ Aaya etc.)	12.41	2.89	10.33
Delivery packaging	2.54	0.57	2.07
Gardener	0.93	0.21	0.41
Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc.	20.45	1.97	6.2
Big Business/Factory Owner/Big Shop Owner	10.75	0.9	3.72
Basic Professionals (school teachers, Associates, data entry etc.)	11.16	3.95	10.74
High profile Professionals (Engineers, Doctors, Lawyers etc.)	4.68	0.96	0.83
Homemaker	0.44	76.46	4.96
Not Working	1.13	4.16	3.72
Others	0.06		0.83
Don't Know	1.22	0.41	5.81
Not Applicable	3.67	1.18	16.12
Daily wage labourers	3.83	0.72	1.65
Skilled Worker	3.08	0.51	1.24
Total	100	100	100

Table 80: Types of Residence

	Number	Percentage
Refused to Answer	5	0.08
One Room	2,323	37.98
Two Room	2,003	32.74
Three Room	886	14.48
More than 3 Rooms	900	14.71
Total	6,117	100

Table 81: Total Number of Family Members

Total Number of Family Members	Number	Percentage
2	21	0.34
3	301	4.92
4	1,874	30.64
5	1,989	32.52
6	1,005	16.43
7	438	7.16
8	177	2.89
9	106	1.73
10	74	1.21
11	53	0.87
12	27	0.44
13	11	0.18
14	7	0.11
15	17	0.28
16	5	0.08
17	5	0.08
18	1	0.02
19	1	0.02
20	1	0.02
21	1	0.02
24	1	0.02
25	2	0.03
Total	6,117	100

Table 82: Number of Siblings

Number of Siblings	Number	Percentage
0	292	4.77
1	2,203	36.01
2	2,092	34.2
3	977	15.97
4	351	5.74
5	136	2.22
6	40	0.65
7	19	0.31
8	5	0.08
9	1	0.02
11	1	0.02
Total	6,117	100

PARENTS DATA TABLES**Table 83: Occupation profile**

	Respondent's Occupation	Spouse's Occupation	Guardian's Occupation
Refused to Answer	0.34	0.17	11.11
Driver	11.01	1.25	
Guard/Gate Keeper/Security Worker	8.04	0.97	4.44
Domestic Worker/Housemaid	9.36	4.73	13.33
Support Staff (Peon/Cleaner/ Aaya etc.)	16.6	2.57	8.89
Delivery packaging	3.37	0.29	2.22
Gardener	0.68	0.17	4.44
Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc.	22.65	3.82	13.33
Big Business/Factory Owner/Big Shop Owner	4.28	0.91	
Basic Professionals (school teachers, Associates, data entry etc.)	5.76	1.71	6.67
High profile Professionals (Engineers, Doctors, Lawyers etc.)	0.74	0.11	
Homemaker	7.36	75.13	11.11
Not working	1.31	4.91	8.89
Others	0.23	0.34	
Don't know	0.23	0.11	4.44
Not Applicable	1.65	0.91	11.11
Daily Wage Labourers	6.39	1.88	
Total	100	100	100

Table 84: Types of Residence

Types of Residence		
	Number	Percentage
1	879	50.14
2	655	37.36
3	140	7.99
4	79	4.51
Total	1,753	100

Table 85: Number of Family Members

Total Number of Family Members	Number	Percentage
1	1	0.06
2	5	0.29
3	79	4.51
4	471	26.87
5	649	37.02
6	339	19.34
7	118	6.73
8	54	3.08
9	14	0.8
10	9	0.51
11	1	0.06
12	5	0.29
13	1	0.06
14	1	0.06
15	5	0.29
24	1	0.06
Total	1,753	100

TEACHERS**Table 86: Number of Children**

Number of Children	Number	Percentage
0	140	9.74
1	382	26.56
2	804	55.91
3	93	6.47
4	12	0.83
5	4	0.28
6	3	0.21
Total	1,438	100

Table 87: Marital status

Marital Status	Number	Percentage
Refused to Answer	24	1
Unmarried	280	16
Married	1,459	82
Divorced/Widowed	9	0.51
Total	1,772	100

Table 88: Types of Residence

Number of rooms in the house	No	Percentage
Refused to Answer	5	0.28
1	67	3.78
2	433	24.44
3	596	33.63
4	671	37.87
Total	1,772	100

Table 89: Number of Family Members

Total Number of Family Members	Number	Percentage
0	17	0.96
1	9	0.51
2	68	3.84
3	243	13.71
4	654	36.91
5	375	21.16
6	231	13.04
7	72	4.06
8	31	1.75
9	33	1.86
10	16	0.9
11	9	0.51
12	7	0.4
13	4	0.23
14	1	0.06
17	1	0.06
18	1	0.06
Total	1,772	100

ANNEXURES

Annexure 1

PLANNING DEPARTMENT
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
CHILDREN'S SURVEY QUESTIONNAIRE (GRADE 1-5)

Surveyor ID

Could you please confirm that you want to take part in the survey?

Yes

No

[1] Description identification of sample Children			
1.	Unique Child ID		
2.	Unique School ID		
3.	State/UT/:	4.	Name of informant
5.	District:	6.	Name of School
7.	Zone	8.	Grade/: Sec/:
9.	Gender: (1) Boy/(2) Girl/(3)Other	10.	Any disability (if any): 1.Yes 2. No If yes, then type
11. (a)	Parent's Occupation Father 1. Driver 2. Guard/Gate Keeper/Security Worker 3. Domestic Worker/Housemaid 4. Support Staff (Peon/Cleaner/Aaya etc.) 5. Delivery packaging 6. Gardener		

<p>(b)</p>	<ol style="list-style-type: none"> 7. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 8. Big Business/Factory Owner/Big Shop Owner 9. Basic Professionals (school teachers, Associates, data entry etc.) 10. High profile Professionals (Engineers, Doctors, Lawyers etc.) 11. Homemaker 12. Not working 13. Don't know 14. Not Applicable (only select this option if father is deceased) 15. Others (_____) Please specify 		
<p>c)</p>	<p>Mother</p> <ol style="list-style-type: none"> 1. Driver 2. Guard/Gate Keeper/Security Worker 3. Domestic Worker/Housemaid 4. Support Staff (Peon/Cleaner/ Aaya etc.) 5. Delivery packaging 6. Gardener 7. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 8. Big Business/Factory Owner/Big Shop Owner 9. Basic Professionals (Teachers, Associates etc.) 10. High profile Professionals (Engineers, Doctors etc.) 11. Homemaker 12. Not working 13. Don't know 14. Not Applicable (only select this option if mother is deceased) 15. Others (_____) Please specify <p>Guardian/Relative/care provider (Only fill this option if either of the parents is deceased)</p> <ol style="list-style-type: none"> 1. Driver 2. Guard/Gate Keeper/Security Worker 3. Domestic Worker/Housemaid 		

	4. Support Staff (Peon/Cleaner/ Aaya etc.) 5. Delivery packaging 6. Gardener 7. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 8. Big Business/Factory Owner/Big Shop Owner 9. Basic Professionals (Teachers, Associates etc.) 10. High profile Professionals (Engineers, Doctors etc.) 11. Homemaker 12. Not working 13. Don't know 14. Not Applicable (Select this option if there is no guardian) 15. Others () Please specify		
12.	<u>Type of your residence</u> One room house Two room House Three room house More than 3 rooms		
13.	Total Number of Family Members		
14.	Number of Siblings		
15.	Name of the Surveyor		
16.	Mobile Number of the Surveyor		

1. Have you missed going to school during the lockdown?

1. Yes
2. No

2. Have you been able to play and spend time with friends during lockdown?

1. Daily
2. Sometimes
3. Never

3. I have been spending time/playing with my siblings and families?

1. Daily
2. Sometimes

3. Never

4. Do you practice mindfulness in school? (To close eyes, sit quietly and focusing on ones breathing)

1. Yes

2. No

While answering the following statements, please select on the basis of how have you mostly felt over the period of last one year

5. I have felt happy and cheerful at home

1. Always

2. Sometimes

3. Never

6. I have felt sad and angry being at home during lockdown

1. Always

2. Sometimes

3. Never

7. I felt Scared Being at home

1. Always

2. Sometimes

3. Never

8. If Always or Sometimes in Q 7, What did you do when you were scared?

1. I told my parents

2. I told my siblings

3. I told my friends

4. I didn't do anything

5. Other _____

PLANNING DEPARTMENT
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
CHILDREN'S SURVEY QUESTIONNAIRE (GRADE 6-12)

Surveyor ID

Could you please confirm that you want to take part in the survey?

Yes

No

[1] Description identification of sample Children			
1.	Unique Child ID:		
2.	Unique School ID		
3.	State/UT:	4.	Name of informant
5.	District:	6.	Name of School:
7.	Zone:	8.	Grade: Sec:
9.	Gender: 1. Boy/2. Girl/3. Other	10.	Any disability (if any): 1. Yes 2. No If yes, then type
11	Parent's Occupation		
(a)	Father 16. Driver 17. Guard/Gate Keeper/Security Worker 18. Domestic Worker/Housemaid 19. Support Staff (Peon/Cleaner/Aaya etc.) 20. Delivery packaging 21. Gardener 22. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 23. Big Business/Factory Owner/Big Shop Owner 24. Basic Professionals (Teachers, Associates etc.) 25. High profile Professionals (Engineers, Doctors etc.) 26. Homemaker		

<p>(b)</p> <p>(c)</p>	<p>27. Not working 28. Don't know 29. Not Applicable (only select this option if father is deceased) 30. Others (_____) Please specify</p> <p>Mother</p> <p>16. Driver 17. Guard/Gate Keeper/Security Worker 18. Domestic Worker/Housemaid 19. Support Staff (Peon/Cleaner/Aaya etc.) 20. Delivery packaging 21. Gardener 22. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 23. Big Business/Factory Owner/Big Shop Owner 24. Basic Professionals (Teachers, Associates etc.) 25. High profile Professionals (Engineers, Doctors etc.) 26. Homemaker 27. Not working 28. Don't know 29. Not Applicable (only select this option if mother is deceased) 30. Others (_____) Please specify</p> <p>Guardian/Relative/care provider (Only fill this option if either of the parents is deceased)</p> <p>16. Driver 17. Guard/Gate Keeper/Security Worker 18. Domestic Worker/Housemaid 19. Support Staff (Peon/Cleaner/Aaya etc.) 20. Delivery packaging 21. Gardener 22. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 23. Big Business/Factory Owner/Big Shop Owner 24. Basic Professionals (Teachers, Associates etc.) 25. High profile Professionals (Engineers, Doctors etc.) 26. Homemaker 27. Not working 28. Don't know</p>		
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	29. Not Applicable (Select this if there is no guardian) 30. Others (_____) Please specify		
12.	Did any of your parents/guardian lose job? 1. Yes, my father 2. Yes, my mother 3. Yes, both Parents 4. Yes, my Guardian 5. No 6. I don't know		
13	Type of residence One room house Two room House Three room house More than 3 rooms		
14.	Total Number of Family Members		
15.	Number of Siblings		
16.	Name of the Surveyor		
17.	Mobile Number of the Surveyor		

1. When your school was closed due to COVID-19, did your teachers take any online classes or share any learning materials?

1. Yes
2. No

2. In the last week of school closure, which platform was most used for the online classes or for sharing learning materials? *[Notes to the surveyor: DO NOT read out the responses and record only one option. In case they reply more than one, ask them to choose their most preferred response]*

1	Whatsapp	
2	Zoom/Webex/Teams/ Google Meet/Skype	
3	E-Mail/ Google Classroom	
4	Other	

3. Did any of your teachers contact you through call, whatsapp, or message about schoolwork when the school was closed?

1. Yes
2. No
3. Sometimes

4. Did you receive any books, assignments or learning materials from your teachers when schools were closed?

1.	Yes
2.	No
3.	Sometimes

5. Sometimes you might have had to miss online classes for various reasons. In the last week of school closure, were you able to attend online classes or access learning materials that were shared?

1.	Yes, all days
2.	Yes, somedays
3.	No
4.	Do not remember

6. If no in Q5, What was the reason why you were not able to attend the online classes?

[Notes to the surveyor: DO NOT read out the responses and record only one option. In case they reply more than one, ask them to choose their most preferred response]

1	There is no device at home	
2	There is no device during class time	
3	Internet connectivity is poor	
4	Limited internet data available	
5	I don't understand online classes	
6	I had work at home	
7	I did not want to attend class	
8	Other	

7. Some students find it hard to understand concepts through online classes or materials shared via whatsapp whereas some are able to understand well. Are you able to understand concepts through online classes or materials shared by your teacher?

1	Yes, most of the times
2	Yes, sometimes
3	No

8. If No in Q 7 then, Why do you think you are not able to understand concepts well through online classes or materials? There are no right or wrong answers. We just want to understand your view. *[Notes to the surveyor: DO NOT read out the responses and record only one option. In case they reply more than one, ask them to choose their most preferred response]*

1.	I was not able to understand teacher	
2	I was unable to speak and discuss my doubts	
3	I had to help at home and didn't have full focus	
4	I don't enjoy the class	
5	I don't have quiet space/room/separate room to attend online class	
6	I didn't have good internet connectivity	
7	Other	

9. Some students prefer this online mode of learning but others like going to school. Which mode of education do you prefer the most?

1	I prefer attending school online	
2	I prefer going to school	
3	I like both online and in-person mode work	
4	I dislike both attending online and offline class	

10. Since you did not have to go to school during the period of online classes, what did you do? There are no right or wrong answers.

[Notes to the surveyor: DO NOT read out the responses and record only one option. In case they reply more than one, ask them to choose their most preferred response]

1	I was not doing anything in particular	
2	I was sleeping	
3	I was playing outside the house	
4	I met with friends	
5	I was using the mobile	
6	I played video games	
7	I read books (school/comic)	
8	I attended online classes or completed homework	
9	I was helping at home	
10	Any other : <type>	

Questions on mental well-being

We will read out a few statements now and you can choose if you strongly agree, strongly disagree or are undecided. There are no right or wrong answers. Please think about the last month of school closure /online classes when you answer these questions:

11. I have felt cheerful and have remained in good spirits

1	Agree	
2	Undecided	
3	Disagree	

12. I have felt irritated and frustrated

1	Agree	
2	Undecided	
3	Disagree	

13. I have felt motivated and excited

1	Agree	
2	Undecided	
3	Disagree	

14. I have been getting sufficient meal to eat at home

1	Agree	
2	Undecided	
3	Disagree	

15. My parents and siblings encourage and help me to do things I wish to do

1	Agree	
2	Undecided	
3	Disagree	

16. I have missed meeting my friends in school

1	Agree	
2	Undecided	
3	Disagree	

17. I generally feel stressed about my studies in school

1	Agree	
2	Undecided	
3	Disagree	

18. When my exams are approaching, I feel more stressed about my studies and marks

1	Agree	
2	Undecided	
3	Disagree	

*Think about a time before COVID when schools were open.
Which of the following statements do you agree or disagree with?*

19. I have more disagreements with my parents since schools have been closed due to COVID

1	Agree	
2	Undecided	
3	Disagree	
4	Don't Want to talk About	

20. I have more disagreements with my brother or sister or friends since schools have been closed due to COVID

1	Agree	
2	Undecided	
3	Disagree	
4	Don't want to Talk About	

21. Since covid, the stress and tension amongst my family members has increased?

1	Agree	
2	Undecided	
3	Disagree	
4	Don't Want to Talk About it	

22. When there is conflict at home, do you feel fearful?

1. Yes
2. No
3. Don't Know
4. Don't Want to talk about it

Other questions

23. Did anyone in your family got severely infected with Covid-19 virus?

1. Yes
2. No
3. Don't Know/Can't say

24. If yes in Q. 23, have they recovered now?

1. Yes, everyone is fine
2. No, we had bereavement in the family
3. No, they are still unwell
4. Don't Know/Can't say

PLANNING DEPARTMENT
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
PARENT'S SURVEY QUESTIONNAIRE

Surveyor ID

The Delhi Government, through the Institute of Social Studies Trust (ISST) is conducting a survey to assess the impact of the Covid-19 pandemic and resultant school closure on students, teachers and parents to recognize their needs and meet their expectations when schools reopen. In this regard, I would like to ask you some questions about how the crisis impacted you and your family. The questions would take about 10-12 minutes. Any data and research findings shared in the public domain will be anonymized and the information will not be used for anything other than this study. All responses will be confidential. Your participation is strictly voluntary and if you feel any discomfort in answering any question you can stop the survey at any time. If you have any questions about this survey, you may ask me now or alternatively can also call my supervisor later at <011 4768 2222>.

00. Could you please confirm that you want to take part in the survey?

- a. Yes
- b. No

[1] Description identification of sample Parent			
1.	Unique Parent ID		
2.	Unique School ID		
3.	Unique Child ID		
4.	State/UT :	5.	Name of informant
6.	District:	7.	Name of Child
8.	Zone:	9.	Name of School your child goes to
10.	Gender: 1. Male/2. Female/3. Other	11.	Grade of your Child
12.	Parent's Occupation		
(a)	Self 31. Driver 32. Guard/Gate Keeper/Security Worker 33. Domestic Worker/Housemaid 34. Support Staff (Peon/Cleaner/Aaya etc.)		

(b)	<p>35. Delivery packaging</p> <p>36. Gardener</p> <p>37. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc.</p> <p>38. Big Business/Factory Owner/Big Shop Owner</p> <p>39. Basic Professionals (Teachers, Associates etc.)</p> <p>40. High profile Professionals (Engineers, Doctors etc.)</p> <p>41. Homemaker</p> <p>42. Not working</p> <p>43. Don't know</p> <p>44. Not Applicable (select this option only if father is deceased)</p> <p>45. Others (_____) Please specify</p> <p>Spouse</p> <p>1. Driver</p> <p>2. Guard/Gate Keeper/Security Worker</p> <p>3. Domestic Worker/Housemaid</p> <p>4. Support Staff (Peon/Cleaner/ Aaya etc.)</p> <p>5. Delivery packaging</p> <p>6. Gardener</p> <p>7. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc.</p> <p>8. Big Business/Factory Owner/Big Shop Owner</p> <p>9. Basic Professionals (Teachers, Associates etc.)</p> <p>10. High profile Professionals (Engineers, Doctors etc.)</p> <p>11. Homemaker</p> <p>12. Not working</p> <p>13. Don't know</p> <p>14. Not Applicable (select this option only if mother is deceased)</p> <p>15. Others (_____) Please specify</p> <p>Guardian/Relative/care provider (Only fill this option if either of the parents is deceased)</p>		
	c)	<p>1. Driver</p>	

	2. Guard/Gate Keeper/Security Worker 3. Domestic Worker/Housemaid 4. Support Staff (Peon/Cleaner/Aaya etc.) 5. Delivery packaging 6. Gardener 7. Petty Business/Thela/ Khoka/ Road Side Stall of Tea, Juice, Tobacco etc. 8. Big Business/Factory Owner/Big Shop Owner 9. Basic Professionals (Teachers, Associates etc.) 10. High profile Professionals (Engineers, Doctors etc.) 11. Homemaker 12. Not working 13. Don't know 14. Not Applicable (select this option only if there is no guardian) 15. Others (_____) Please specify		
13.	Total Number of Family Members		
14.	Type of residence One room house Two room House Three room house More than 3 rooms		
15.	Name of the Surveyor		
16.	Mobile Number of the Surveyor		

While answering the following statements, please select on the basis of how your child has mostly been over the period of last six months

S/he has been eating lots of junk food (Pizza, Burger, Fried food)	1. Agree	2. Disagree	3. Not sure/ Don't know
S/he has been eating more than her regular diet			
S/he has been eating less than her usual diet			
S/he goes to play outside regularly			
S/he has been having disturbed sleep pattern (sleeping more or less)			
S/he has no fixed routine			

S/he has no physical activity			
S/he gets irritated easily			
S/he gets angry on small things			
S/he meets her friends very often			
S/he likes staying alone at home			

1. Has your child been feeling lonely during the Covid lockdown?

1. Yes
2. No
3. Sometimes

2. Has your child been attending online classes?

1. Yes
2. No
3. Sometimes

3. If Yes to Q 2, Is your child eager to attend the online classes?

1. Yes
2. No
3. Sometimes

OR

3.If No to Q 2, How the child managed studies during this period?

- 1.Studied on his/her own
- 2.Studied with help of tutor
3. Studied with the help of study material/ worksheets provided by school
- 4.Studied with help from older sibling/ parent
- 5.Did not study

4.Do you have a device to provide the child for attending online classes?

- 1.Yes
2. No
3. Sometimes

5.If yes in Q. 4, What kind of device your child uses for attending online classes?

- a. Laptop/Desktop
- b. Smartphone
- c. Tablet
- d. Other

OR

5. If No in Q 4, How did your child managed online classes?

1. Shared device with friends
2. Shared Device with relatives/ neighbours
3. Attended classes from paid centres/ cyber cafes
4. Did not attend online classes

6. How much accessibility the child has to the device?

1. Full accessibility
2. Partial accessibility (Shares with siblings/parents/other family members)
3. No personal access (Goes to neighbours/relatives)
4. No personal access (Goes to cyber café/any other paid centre)
5. Others _____

7. How satisfied are you with the way learning is structured for students in the online mode?

1. Satisfied
2. Neither satisfied nor unsatisfied
3. Unsatisfied

8. Has your child spoken to you about Happiness audio from school?

1. Yes
2. No
3. Often
4. Rarely

9. Have there been increase in conflicts/tension within the family during lockdown/pandemic?

1. Yes
2. A little
3. Not at all

10. During the lockdown, the entire family was home at all times. Has this impacted your mental and emotional health?

1. Yes, Positively
2. No, I have not felt any difference
3. Yes, Negatively

11. Due to the pandemic children are at home, has this impacted your relationship with your child:

1. Yes, Positively
2. No difference

3. Yes, Negatively

12. What has been the overall impact of the COVID19 pandemic on your paid work employment?

[Notes to the surveyor: DO NOT read out the responses and record only one option. In case they reply more than one, ask them to choose their most preferred response]

1. It took away my family source of income
2. Huge wage cuts/Fall in income
3. Harassment from employer/contractor increased
4. Harassment from police/public increased
5. There was no impact, work continued
6. Any other _____)

13. Who does majority of unpaid household/domestic chores in your family?

1. Self
2. Spouse
3. Daughter/Daughter in law
4. Son/Son in Law
5. Mother/Mother-in-law
6. Father/Father-in-law
7. Relative (.....)
8. Servant/ Maid
9. Others (specify)

14. Has online classes and children being home increased care burden at home?

1. Yes
2. No
3. Sometimes

15. Did anyone in your family get severely infected with Covid-19 virus?

1. Yes
2. No
3. Don't Know/Can't say

46. If yes in Q. 15, have they recovered now?

- a. Yes, everyone is fine
- b. No, we had bereavement in the family
- c. No, they are still unwell
- d. Don't Know/Can't say

PLANNING DEPARTMENT
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
TEACHER'S SURVEY QUESTIONNAIRE

Surveyor ID

The Delhi Government, through the Institute of Social Studies Trust (ISST) is conducting a survey to assess the impact of the Covid-19 pandemic and resultant school closure on students, teachers and parents to recognize their needs and meet their expectations when schools reopen. In this regard, I would like to ask you some questions about how the crisis impacted you. The questions would take about 10-12 minutes. Any data and research findings shared in the public domain will be anonymized and the information will not be used for anything other than this study and all responses will be confidential. Your participation is strictly voluntary and if you feel any discomfort in answering any question you can stop the survey at any time. If you have any questions about this survey, you may ask me now or alternatively can also call my supervisor later at <011 4768 2222>.

Could you please confirm that you want to take part in the survey?

Yes

No

[1] Description identification of sample Teacher			
1	Unique Teacher ID		
2.	Unique School ID		
3	State/UT	4	Name of Teacher
5	District:	6	Name of School
7	Zone:	8	Gender: 1.Male/2.Female/3.Other
9.	Marital Status 1. Unmarried 2. Married 3. Divorced/Widowed		
10.	Number of Children		
11	Total Number of Family Members		
12	Type of residence 1. One room house 2. Two room House 3. Three room house 4. More than 3 rooms		
13	Name of the Surveyor		
14	Mobile Number of the Surveyor		

2. What grades are you taking teaching for?

3. Type of school you teach in?
 1. Govt
 2. Govt aided
 3. Private

4. What is your preferred teaching platform?
 1. Face to face
 2. Online

5. Do you feel the shift to online classes has been taxing on the teachers?
 1. Yes
 2. Moderately
 3. No

6. The shift of education to online mode has been comfortable for some teachers and difficult for some teachers. How has the experience of taking classes online been for you?
 1. Very Comfortable
 2. Moderately Comfortable
 3. Not at all comfortable

7. While answering the following statements, please select on the basis of how have you mostly felt over the period of last one year

I have felt cheerful and in good spirits	1.Agree	2.Disagree	3.Not Sure/Don't Know
I wake up feeling fresh and rested			
I have felt calm and relaxed			
When I am scared I can calm myself down			
If I am in trouble I can think of a solution			
I can control my temper			
If something unexpected happens I know how to react			

8. Did anyone in your family got severely infected with Covid-19 virus?
 1. Yes
 2. No
 3. Don't Know/Can't say

9. If yes in Q. 7, have they recovered now?
 1. Yes, everyone is fine
 2. No, we had bereavement in the family
 3. No, they are still unwell
 4. Don't Know/Can't say

10. How many students in your class are able to join online classes
 1. Less than 25%
 2. 25-50%

3. 50-75%/
 4. More than 75%
11. Which among the following options are valid for students who are not joining online classes:
 1. Poor internet connectivity
 2. Limited internet data
 3. Non-availability of a device at home from 8 am to 7 pm
 4. Difficulty in understanding
 5. Attention span is seen to be low in online mode
 6. Not motivated by parents to join
 7. Limited access to device
 12. Were the students able to turn in homework during the online classes?
 1. Yes
 2. Sometimes
 3. Not at all
 13. Did the students' academic performance get impacted with the shift to online classes?
 1. For the better
 2. For the worse
 3. No impact
 14. Were the Happiness Classes being conducted online in your school during the school closure?
 1. Yes
 2. Sometimes
 3. Never
 4. Not Applicable (Select for Private schools or schools where happiness curriculum is not followed)
 15. Could you see a change in the mental and emotional well-being of students during the school lockdown?
 1. Improved
 2. Worsened
 3. No Change
 16. What according to you has been the general emotion among students during this pandemic and school closure?
 1. Happy
 2. Sad
 3. Worried
 4. Anxious
 5. Angry
 6. Excited
 7. Any other, Specify.....
 17. What according to you is working well through the online mode that you would like to see continued?
 1. Students' attendance
 2. Increased participation
 3. Parents' involvement
 4. More time in hand
 5. Other, Specify.....
 18. What according to you is challenging about the online mode of teaching during the Pandemic?
 1. Extended working hours
 2. Burn out
 3. Difficulty in balancing work and personal life
 4. Increased screen time

5. Managing Hybrid form of teaching
6. Poor learning Outcomes
7. Increased Drop out
8. Other, Specify

योजना विभाग

राष्ट्रीय राजधानी क्षेत्र दिल्ली सरकार

बच्चों के सर्वेक्षण प्रश्नावली (ग्रेड 1-5)

सर्वेक्षणकर्ता आईडी

क्या आप इस सर्वेक्षण का हिस्सा बनने के लिए सहमत हैं ?

- c. हाँ
- d. नहीं

[1] बच्चों का नमूना पहचान विवरण			
1.	बच्चे की यूनिक आई डी		
2.	स्कूल की यूनिक आई डी		
3.	राज्य / केंद्र शासित प्रदेश	4.	सूचना देने वाले का नाम
5.	जिला:	6.	स्कूल का नाम:
7.	क्षेत्र (ज़ोन) :	8.	श्रेणी: सेक्शन:
9.	जेंडर: 1. पुरुष, 2. महिला, 3. अन्य	10.	कोई विकलांगता (यदि कोई हो): 1. हाँ 2. नहीं यदि हाँ, तो विवरण भरें
11. (a)	अभिभावक का व्यवसाय पिता 16. ड्राइवर		

(b)	<p>17. गार्ड, चौकीदार, सिक्क्योरिटी वर्कर 18. घरेलू कामगार, नौकरानी 19. सहायक स्टाफ़ (चपरासी, सफाई वाला, आया, आदि) 20. वितरण, पैकेजिंग 21. माली 22. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि। 23. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक 24. आधारभूत, व्यवसाय, (टीचर, एसोसिएट्स अन्य) 25. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि) 26. गृहिणी 27. कोई काम नहीं 28. पता नहीं 29. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो) 30. अन्य (_____) विवरण भरें</p> <p>माता</p> <p>1. ड्राइवर 2. गार्ड, चौकीदार, सिक्क्योरिटी वर्कर 3. घरेलू कामगार, नौकरानी 4. सहायक स्टाफ़, (चपरासी, सफाई वाला, आया, आदि) 5. वितरण, पैकेजिंग 6. माली 7. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि। 8. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक 9. आधारभूत, व्यवसाय, (टीचर, एसोसिएट्स अन्य)</p>		
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c)	<p>10. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>11. गृहिणी</p> <p>12. कोई काम नहीं</p> <p>13. पता नहीं</p> <p>14. लागू नहीं (इस विकल्प का चयन तभी करें जब माता की मृत्यु हो गई हो)</p> <p>15. अन्य (_____) कृपया विवरण भरें</p> <p>अभिभावक/रिश्तेदार/देखभाल प्रदाता (माता-पिता में से किसी एक की मृत्यु होने पर ही यह विकल्प भरें)</p> <p>1. ड्राइवर</p> <p>2. गार्ड, चौकीदार, सिक्योरिटी वर्कर</p> <p>3. घरेलू कामगार, नौकरानी</p> <p>4. सहायक स्टाफ (चपरासी, सफाई वाला, आया, आदि)</p> <p>5. वितरण, पैकेजिंग</p> <p>6. माली</p> <p>7. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि।</p> <p>8. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>9. आधारभूत, व्यवसाय, (टीचर, एसोसिएट्स अन्य)</p> <p>10. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>11. गृहिणी</p> <p>12. कोई काम नहीं</p> <p>13. पता नहीं</p> <p>14. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो)</p> <p>15. अन्य (_____) कृपया विवरण भरें</p>		
12.	निवास का प्रकार		

	एक कमरे का घर		
	दो कमरे का घर		
	तीन कमरे का घर		
	तीन से अधिक कमरे		
13.	परिवार के सदस्यों की कुल संख्या		
14.	भाई बहन की संख्या		
15.	सर्वेक्षणकर्ता का नाम		
16.	सर्वेक्षणकर्ता का मोबाइल नंबर		

1. क्या आपने लॉकडाउन के दौरान स्कूल को बहुत मिस किया?

1. हाँ
2. नहीं

2. क्या आप लॉकडाउन के दौरान दोस्तों के साथ खेलने और समय बिताने में सक्षम थे?

1. रोजाना
2. कभी-कभी
3. कभी नहीं

3. मैं अपने भाई-बहनों और परिवारों के साथ समय बिता रहा/खेल रहा / रही हूँ?

1. रोजाना
2. कभी-कभी
3. कभी नहीं

4. क्या आप स्कूल में माइंडफुलनेस का अभ्यास करते हैं? (आँखें बंद कर के, साँस पर ध्यान केन्द्रित कर चुपचाप बैठना)

1. हाँ
2. नहीं

निम्नलिखित कथनों का उत्तर देते समय, कृपया इस पर ध्यान दें कि पिछले एक वर्ष की अवधि में आपने ज्यादातर कैसा महसूस किया है

5. मैंने घर पर खुशी और उत्साह महसूस किया है ?

1. हमेशा
2. कभी कभी

3. कभी नहीं

6. लॉक डाउन में घर में रह कर खराब लगता था और गुस्सा आता था?

1. हमेशा
2. कभी कभी
3. कभी नहीं

7. मुझे घर में डर लग रहा था ?

1. हमेशा
2. कभी कभी
3. कभी नहीं

8. अगर प्रश्न 7 में हमेशा या कभी कभी उत्तर आता है तो- जब आपको डर लगा तो आपने क्या किया?

1. मैं अपने माता - पिता को बताता था
2. मैं अपने भाई - बहन को बताता था
3. मैं अपने दोस्त को बताता था
4. मैंने कुछ भी नहीं किया
5. अन्य, विवरण भरें

योजना विभाग

राष्ट्रीय राजधानी क्षेत्र दिल्ली सरकार

बच्चों के सर्वेक्षण की प्रश्नावली (कक्षा 6-12)

सर्वेक्षणकर्ता आईडी

क्या आप इस सर्वेक्षण का हिस्सा बनने के लिए सहमत हैं? कृपया बतायें

- e. हाँ
f. नहीं

[1] बच्चे का पहचान का विवरण			
1.	यूनिक आईडी		
2.	यूनिक स्कूल आईडी		
3.	राज्य / केंद्र शासित प्रदेश	4.	सूचना देने वाले का नाम
5.	जिला :	6.	स्कूल का नाम :
7.	क्षेत्र (जोन) :	8.	श्रेणी : सेक्शन :
9.	जेंडर: 1. पुरुष 2. महिला 3. अन्य	10.	कोई विकलांगता (यदि कोई हो) : 1. हाँ 2. नहीं यदि हाँ, तो टाइप करें
11	अभिभावक का व्यवसाय		
(a)	पिता 31. ड्राइवर 32. गार्ड, चौकीदार, सिक्योरिटी वर्कर 33. घरेलू कामगार / नौकरानी 34. सहायक स्टाफ़ (चपरासी, सफाईकर्मी , आया, आदि)		

(b)	<p>35. वितरण, पैकेजिंग</p> <p>36. माली</p> <p>37. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि।</p> <p>38. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>39. आधारभूत, व्यवसाय, (टीचर, एसोसिएट्स अन्य)</p> <p>40. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>41. गृहिणी</p> <p>42. कोई काम नहीं</p> <p>43. पता नहीं</p> <p>44. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो)</p> <p>45. अन्य (_____) कृपया विवरण भरें</p> <p>माता</p>		
	<p>16. ड्राइवर</p> <p>17. गार्ड, चौकीदार, सिक्योरिटी</p> <p>18. घरेलू कामगार, नौकरानी</p> <p>19. सहायक, स्टाफ, (चपरासी, सफाईकर्मी, आया, आदि)</p> <p>20. वितरण, पैकेजिंग</p> <p>21. माली</p> <p>22. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि।</p> <p>23. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>24. आधारभूत व्यवसाय, (टीचर, एसोसिएट्स, अन्य)</p> <p>25. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>26. गृहिणी</p> <p>27. कोई काम नहीं</p>		

c)	<p>28. पता नहीं</p> <p>29. लागू नहीं (इस विकल्प का चयन तभी करें जब माता की मृत्यु हो गई हो)</p> <p>30. अन्य (_____) कृपया विवरण भरें</p> <p>अभिभावक/रिश्तेदार/देखभाल करने वाला (माता-पिता में से किसी एक की मृत्यु होने पर ही यह विकल्प भरें)</p> <p>16. ड्राइवर</p> <p>17. गार्ड, चौकीदार, सिक्क्योरिटी वर्कर</p> <p>18. घरेलू कामगार, नौकरानी</p> <p>19. सहायक स्टाफ़ (चपरासी, सफाईकर्मी, आया,आदि)</p> <p>20. वितरण पैकेजिंग</p> <p>21. माली</p> <p>22. छोटा व्यापार, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस विक्रेता, तंबाकू विक्रेता आदि।</p> <p>23. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>24. आधारभूत व्यवसाय (टीचर, एसोसिएट्स, अन्य)</p> <p>25. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>26. गृहिणी</p> <p>27. कोई काम नहीं</p> <p>28. पता नहीं</p> <p>29. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो)</p> <p>30. अन्य (_____) कृपया विवरण भरें</p>		
12.	<p>क्या आपके किसी माता-पिता/अभिभावक की नौकरी छूट गई है?</p> <p>7. हाँ, मेरे पिता</p>		

	8. हाँ, मेरी माँ 9. हाँ, माता-पिता दोनों 10. हाँ, मेरे अभिभावक 11. नहीं 12. मुझे नहीं पता		
13	घर का प्रकार एक कमरे का घर दो कमरे का घर तीन कमरे का घर तीन से अधिक कमरे		
14.	परिवार के सदस्यों की कुल संख्या		
15.	भाई बहन की संख्या		
16.	सर्वेक्षणकर्ता का नाम		
17.	सर्वेक्षणकर्ता का मोबाइल नंबर		

9. जब आपका स्कूल COVID-19 के कारण बंद था, तो क्या आपके शिक्षकों ने कोई ऑनलाइन कक्षाएं लीं या कोई शिक्षण सामग्री साझा की?

3. हाँ
4. नहीं

2. स्कूल बंद होने के अंतिम सप्ताह में, ऑनलाइन कक्षाओं के लिए या शिक्षण सामग्री साझा करने के लिए किन प्लेटफार्मों का उपयोग किया गया था? [सर्वेक्षक के लिए नोट: प्रतिक्रियाओं को न पढ़ें और केवल एक विकल्प रिकॉर्ड करें। यदि वे एक से अधिक उत्तर देते हैं, तो उनसे अपनी सबसे पसंदीदा प्रतिक्रिया चुनने के लिए कहें]

1	व्हाट्स ऐप	
2	जूम, वेबेक्स, टीम, गूगल मीट, स्काइप	
3	ई-मेल, गूगल क्लासरूम	

4	अन्य	
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3. क्या आपके किसी शिक्षक ने स्कूल बंद होने पर स्कूल के काम के बारे में कॉल, व्हाट्सएप या मैसेज के माध्यम से आपसे संपर्क किया था?

4.	हाँ	
5.	नहीं	
6.	कभी-कभी	

7. जब स्कूल बंद थे तो क्या आपको अपने शिक्षकों से कोई किताब, सत्रीय कार्य या शिक्षण सामग्री प्राप्त हुई थी?

4.	हाँ
5.	नहीं
6.	कभी-कभी

5. कभी-कभी आपको विभिन्न कारणों से ऑनलाइन कक्षाओं को छोड़ना पड़ा है। स्कूल बंद होने के अंतिम सप्ताह में, क्या आप ऑनलाइन कक्षाओं में भाग लेने या साझा की गई शिक्षण सामग्री तक पहुँचने में सक्षम थे?

5.	हाँ, पूरे दिन
6.	हाँ, किसी दिन
7.	नहीं
8.	याद नहीं

6. अगर प्रश्न 5 का जवाब नहीं है तो पूछें- क्या कारण था कि आप ऑनलाइन कक्षाओं में शामिल नहीं हो पाए?

(सर्वेक्षक के लिए नोट: प्रतिक्रियाओं को न पढ़ें और केवल एक विकल्प रिकॉर्ड करें। यदि वे एक से अधिक उत्तर देते हैं, तो उनसे अपनी सबसे पसंदीदा प्रतिक्रिया चुनने के लिए कहें।)

1	घर पर कोई उपकरण नहीं है	
2	कक्षा के समय में कोई उपकरण नहीं है	
3	इंटरनेट कनेक्टिविटी खराब है	
4	सीमित इंटरनेट डेटा उपलब्ध	
5	मुझे ऑनलाइन क्लास समझ में नहीं आती	
6	मेरे पास घर पर काम था	
7	मैं कक्षा में नहीं जाना चाहता था/चाहती थी	
8	अन्य	

7. कुछ छात्रों को ऑनलाइन कक्षाओं के माध्यम से या व्हाट्सएप के माध्यम से साझा की गई सामग्री को समझना मुश्किल लगता है जबकि कुछ अच्छी तरह से समझने में सक्षम होते हैं। क्या आप अपने शिक्षक द्वारा साझा की गई ऑनलाइन कक्षाओं या सामग्री को समझने में सक्षम हैं?

1	हाँ, ज्यादातर बार
2	हाँ कभी कभी
3	नहीं

8. यदि प्रश्न 7 में जवाब नहीं है, तो आपको क्यों लगता है कि आप ऑनलाइन कक्षाओं या सामग्री के माध्यम से अवधारणाओं को अच्छी तरह से नहीं समझ पा रहे हैं? कोई भी सवाल सही या गलत नहीं है। हम सिर्फ आपके विचार को समझना चाहते हैं। [सर्वेक्षक के लिए नोट: प्रतिक्रियाओं को न पढ़ें और केवल एक विकल्प रिकॉर्ड करें। यदि वे एक से अधिक उत्तर देते हैं, तो उनसे अपनी सबसे पसंदीदा प्रतिक्रिया चुनने के लिए कहें]

1.	मैं शिक्षक को समझ नहीं पा रहा था	
2	मैं बोलने और अपने संदेह पर चर्चा करने में असमर्थ था	
3	मुझे घर पर मदद करनी थी और मेरा पूरा ध्यान नहीं था	
4	मुझे क्लास पसंद नहीं है	
5	मेरे पास ऑनलाइन क्लास में भाग लेने के लिए शांत जगह/कमरा/अलग कमरा नहीं है	
6	मेरे पास अच्छी इंटरनेट कनेक्टिविटी नहीं थी	
7	अन्य	

9. कुछ छात्र सीखने के इस ऑनलाइन तरीके को पसंद करते हैं लेकिन अन्य लोग स्कूल जाना पसंद करते हैं। आप किस प्रकार की शिक्षा को सबसे ज्यादा पसंद करते हैं?

1	मैं ऑनलाइन स्कूल जाना पसंद करता हूँ	
2	मुझे स्कूल जाना पसंद है	
3	मुझे ऑनलाइन और इन-पर्सन मोड दोनों काम पसंद हैं	
4	मुझे ऑनलाइन और ऑफलाइन दोनों कक्षाओं में भाग लेना पसंद नहीं है	

10. चूंकि ऑनलाइन कक्षाओं के दौरान आपको स्कूल नहीं जाना पड़ता था, तो आपने क्या किया? कोई भी सवाल सही या गलत नहीं है।

[सर्वेक्षक के लिए नोट: प्रतिक्रियाओं को न पढ़ें और केवल एक विकल्प रिकॉर्ड करें। यदि वे एक से अधिक उत्तर देते हैं, तो उनसे अपनी सबसे पसंदीदा प्रतिक्रिया चुनने के लिए कहें]

1	मैं कुछ खास नहीं कर रहा था	
2	मैं सोया करता/सोया करती	
3	मैं घर के बाहर खेल रहा था	
4	मैं दोस्तों से मिला	
5	मैं मोबाइल इस्तेमाल कर रहा था	
6	मैंने वीडियो गेम खेले	
7	मैं किताबें पढ़ता हूँ (स्कूल/कॉमिक)	

8	मैंने ऑनलाइन कक्षाओं में भाग लिया या गृहकार्य पूरा किया	
9	मैं घर पर मदद कर रहा था	
10	कोई अन्य : <प्रकार>	

मानसिक स्वास्थ्य पर प्रश्न

हम अब कुछ कथन पढ़ेंगे और आप चुन सकते हैं कि आप दृढ़ता से सहमत हैं, दृढ़ता से असहमत हैं या पता नहीं है। कोई भी सवाल सही या गलत नहीं है। जब आप इन प्रश्नों का उत्तर दें तो कृपया स्कूल बंद होने / ऑनलाइन कक्षाओं के अंतिम महीने के बारे में सोचें:

23. मैंने प्रफुल्लित महसूस किया है और अच्छी स्थिति में बना हुआ/हुई हूँ

1	सहमत	
2	पता नहीं	
3	असहमत	

24. मैंने चिढ़ और निराश महसूस किया है

1	सहमत	
2	पता नहीं	
3	असहमत	

25. मैंने प्रेरित और उत्साहित महसूस किया है

1	सहमत	
2	पता नहीं	
3	असहमत	

26. मुझे घर पर खाने के लिए पर्याप्त भोजन मिल रहा है

1	सहमत	
2	पता नहीं	
3	असहमत	

27. मेरे माता-पिता और भाई-बहन मुझे उन चीजों को करने के लिए प्रोत्साहित और मदद करते हैं जो मैं करना चाहता हूँ

1	सहमत	
2	पता नहीं	
3	असहमत	

28. मैं स्कूल में अपने दोस्तों से मिलने से चूक गया हूँ

1	सहमत	
---	------	--

2	पता नहीं	
3	असहमत	

29. मैं आमतौर पर स्कूल में अपनी पढ़ाई को लेकर तनाव महसूस करता हूँ

1	सहमत	
2	पता नहीं	
3	असहमत	

30. जब मेरी परीक्षाएं नजदीक आ रही होती हैं, तो मैं अपनी पढ़ाई और अंकों के बारे में अधिक तनाव महसूस करता हूँ

1	सहमत	
2	पता नहीं	
3	असहमत	

कोविड से पहले के उस समय के बारे में सोचें जब स्कूल खुले थे।
आप निम्न में से किस कथन से सहमत या असहमत हैं?

31. कोविड के कारण स्कूल बंद होने के बाद से मेरे और माता-पिता के बीच मतभेद बढ़ गया है

1	सहमत	
2	पता नहीं	
3	असहमत	
4	मैं इस बारे में बात नहीं करना चाहता / चाहती	

32. कोविड के कारण स्कूल बंद होने के बाद से मेरे और भाई/बहन /दोस्तों के बीच मतभेद बढ़ गए हैं?

1	सहमत	
2	पता नहीं	
3	असहमत	
4	मैं इस बारे में बात नहीं करना चाहता / चाहती	

33. कोविड के बाद से मेरे परिवार के सदस्यों में मतभेद बढ़ गया है?

1	सहमत	
2	पता नहीं	
3	असहमत	
4	मैं इस बारे में बात नहीं करना चाहता / चाहती	

22. जब घर में मतभेद होता है, तो क्या आपको डर लगता है?

1. हाँ
2. नहीं
3. पता नहीं

अन्य सवाल

23. क्या आपके परिवार में कोई व्यक्ति कोविड-19 वायरस से गंभीर रूप से संक्रमित हुआ?

1. हाँ
2. नहीं
3. पता नहीं/कह नहीं सकता

24. यदि 23 प्रश्न में हाँ है तो- क्या वे अब ठीक हो गए हैं?

1. हाँ, सब ठीक हैं
2. नहीं, परिवार के सदस्य की मृत्यु हो गयी
3. नहीं, वे अभी भी अस्वस्थ हैं
4. पता नहीं/कह नहीं सकता

योजना विभाग
राष्ट्रीय राजधानी क्षेत्र दिल्ली
अध्यापक के लिए सर्वे प्रश्नावली

सर्वेक्षणकर्ता आईडी

दिल्ली सरकार, इंस्टीट्यूट ऑफ सोशल स्टडीज ट्रस्ट (आईएसएसटी) के माध्यम से छात्रों, शिक्षकों और अभिभावकों पर कोविड -19 महामारी के कारण स्कूल बंद होने के प्रभाव का आंकलन करने के लिए एक सर्वेक्षण कर रही है। जिससे स्कूलों के फिर से खुलने पर उनकी जरूरतों को पहचाना जा सके और उनकी अपेक्षाओं को पूरा किया जा सके। इस संबंध में, मैं आपसे कुछ प्रश्न पूछना चाहता/चाहती हूँ कि कोविड -19 का संकट आपको किस रूप में प्रभावित किया। इन प्रश्नों में लगभग 10-12 मिनट का समय लगेगा। डेटा और शोध निष्कर्षों को सार्वजनिक क्षेत्र में साझा करने से पहले गुमनाम कर दिया जाएगा और जानकारी का उपयोग इस अध्ययन के अलावा किसी अन्य चीज के लिए नहीं किया जाएगा। सभी प्रतिक्रियाएं गोपनीय होंगी। आपकी भागीदारी पूरी तरह से स्वैच्छिक है और यदि आपको किसी प्रश्न का उत्तर देने में कोई असुविधा महसूस होती है तो आप किसी भी समय सर्वेक्षण को रोक सकते हैं या उस प्रश्न का जवाब देने से मना कर सकते हैं। यदि इस सर्वेक्षण के बारे में आपके कोई प्रश्न हैं, तो आप मुझसे अभी पूछ सकते हैं या वैकल्पिक रूप से बाद में मेरे पर्यवेक्षक को भी 011 4768 2222 कॉल कर सकते हैं।

क्या आप इस सर्वेक्षण का हिस्सा बनना चाहते हैं?

हाँ

नहीं

[1] अध्यापक के पहचान का विवरण			
1	अध्यापक की यूनिट आई डी		
2.	स्कूल की यूनिट आई डी		
3	राज्य / केंद्र सशित प्रदेश	4	अध्यापक का नाम
5	जिला :	6	स्कूल का नाम
7	क्षेत्र (ज़ोन) :	8	जेंडर: 1. पुरुष 2. महिला 3. अन्य
9.	वैवाहिक स्थिति		

	4. अविवाहित 5. विवाहित 6. तलाक / विधवा
10.	बच्चों की संख्या
11	परिवार के कुल सदस्यों की संख्या
12	आवास का प्रकार 1. एक कमरे का घर 2. दो कमरे का घर 3. तीन कमरे का घर 4. तीन से अधिक कमरे
13	सर्वेक्षणकर्ता का नाम
14	सर्वेक्षणकर्ता का मोबाइल नंबर

19. आप किस कक्षा को पढ़ाते हैं

20. आप किस तरह के स्कूल में पढ़ाते हैं?

1. सरकारी
2. सरकार से सहायता प्राप्त
3. प्राइवेट

21. आप के पढ़ाने का पसंदीदा तरीका क्या है ?

3. आमने-सामने
4. ऑनलाइन

22. आप को लगता है की ऑनलाइन क्लास अध्यापकों पर बोझ की तरह है?

4. हाँ
5. थोड़ा बहुत
6. नहीं

23. शिक्षा को ऑनलाइन मोड में बदलना कुछ अध्यापकों के लिए आसान है तो कुछ अध्यापकों के लिए कठिन रहा है. आप के लिए ऑनलाइन क्लास लेने का अनुभव कैसा रहा ?

4. बहुत ही आसान
5. थोड़ा बहुत आसान
6. बिलकुल भी आसान नहीं

24. निम्नलिखित कथनों का उत्तर देते समय कृपया इस आधार पर चयन करें कि आपका पिछला एक साल कैसा रहा?

मैंने खुश और ऊर्जावान महसूस किया	1. सहमत	2. असहमत	3. कह नहीं सकता /पता नहीं
मैं जागने पर तरौताजा और आराम महसूस करता हूँ			
मुझे शांति और आराम मिला			
जब मैं भयभीत होता हूँ तो अपने आप को समझा सकता हूँ			
कोई मुसीबत आती है तो मैं समाधान के बारे में सोच सकता हूँ			
मैं अपने गुस्से को नियंत्रित कर सकता हूँ			
अगर कुछ अचानक होता है तो मैं जानता/जानती हूँ की कैसे प्रतिक्रिया देनी है.			

7. क्या आपके परिवार में कोई व्यक्ति कोविड-19 वायरस से गंभीर रूप से संक्रमित हुए थे ?

1. हाँ

2. नहीं

3. पता नहीं/कह नहीं सकते

8. यदि प्रश्न 7 का उत्तर हां है तो पूछें , क्या अब वह ठीक हैं ?

1. हाँ, सब ठीक हैं

2. नहीं, परिवार के सदस्य की मृत्यु हो गई

3. नहीं, वे अभी भी अस्वस्थ हैं

4. पता नहीं/कह नहीं सकता

9. आप के क्लास में कितने % छात्र ऑनलाइन क्लास में जुड़ते थे ?

1. 25% से कम

2. 25-50%

3. 50-75%

4. 75 % से अधिक

10. जो छात्र ऑनलाइन क्लास में शामिल नहीं हो पाए उनके लिए निम्नलिखित में से कौन सा कारण है :

1. इंटरनेट कनेक्टिविटी का सही नहीं होना

2. इंटरनेट डाटा का सिमित होना
 3. सुबह 8 बजे से शाम के 7 बजे तक डिवाइस का घर पर नहीं होना
 4. समझने में कठिनाई होना
 5. ऑनलाइन मोड में देखा गया है की ध्यान कम देते हैं
 6. गार्जियन द्वारा ऑनलाइन ज्वाइन करने के लिए प्रेरित नहीं किया जाता
 7. डिवाइस तक सीमित पहुँच
11. ऑनलाइन क्लास में छात्र होम वर्क करते थे ?
4. हाँ
 5. कभी कभी
 6. कभी नहीं करते थे
12. ऑनलाइन क्लास होने से छात्रों के शिक्षा के स्तर पर किस तरह का असर हुआ ?
4. अच्छा
 5. बुरा
 6. कोई प्रभाव नहीं पड़ा
13. स्कूल बंद रहने पर ऑनलाइन हैप्पीनेस क्लास चलाया गया ?
5. हाँ
 6. कभी कभी
 7. कभी नहीं
 8. लागू नहीं (प्राइवेट स्कूल का चयन करें जहाँ पर हैप्पीनेस पाठ्यक्रम लागू नहीं होता)
14. लॉकडाउन में स्कूल बंद के दौरान छात्रों में किस तरह का मानसिक और भावनात्मक बदलाव देखने को मिला?
4. अच्छा बदलाव
 5. बुरा बदलाव
 6. कोई बदलाव नहीं
15. आप के अनुसार महामारी और स्कूल बंद के दौरान छात्रों में सामान्य भावना कैसी रही ?
8. खुश
 9. दुखी
 10. चिन्तित
 11. बेचैन
 12. गुस्सा
 13. उत्साहित
 14. अन्य, विवरण दें
16. आप के अनुसार ऑनलाइन में वह कौन सा अच्छा काम था जो जारी रखना चाहिए?
6. छात्रों की उपस्थिति
 7. बढ़ी हुई भागीदारी
 8. माता पिता का शामिल होना
 9. समय का बेहतर उपयोग
 10. अन्य, विवरण दें

17. आप के अनुसार महामारी के दौरान ऑनलाइन पढ़ाने में कौन सी चुनौती थी ?
9. काम के घंटे का बढ़ जाना
 10. बहुत ज़्यादा थकावट होना
 11. काम और निजी जीवन में संतुलन बनाने में कठिनाई
 12. स्क्रीन के सामने अधिक समय बिताना
 13. टेक्नोलॉजी के समय पढ़ाने की कुशलता
 14. सीखने का खराब परिणाम
 15. ड्राप आउट में बढ़ोतरी
 16. अन्य, विवरण दें

योजना विभाग

राष्ट्रीय राजधानी क्षेत्र दिल्ली

अभिभावक के लिए सर्वे प्रश्नावली

सर्वेक्षणकर्ता आईडी

दिल्ली सरकार, इंस्टीट्यूट ऑफ सोशल स्टडीज ट्रस्ट (आईएसएसटी) के माध्यम से छात्रों, शिक्षकों और अभिभावकों पर कोविड -19 महामारी के कारण स्कूल बंद होने के प्रभाव का आकलन करने के लिए एक सर्वेक्षण कर रही है, जिससे स्कूलों के फिर से खुलने पर उनकी जरूरतों को पहचाना जा सके और उनकी अपेक्षाओं को पूरा किया जा सके। इस संबंध में, मैं आपसे कुछ प्रश्न पूछना चाहता/चाहती हूँ कि कोविड -19 का संकट आपको और आपके परिवार को कैसे प्रभावित किया। इन प्रश्नों में लगभग 10-12 मिनट का समय लगेगा। डेटा और शोध निष्कर्षों को सार्वजनिक क्षेत्र में साझा करने से पहले गुमनाम कर दिया जाएगा और जानकारी का उपयोग इस अध्ययन के अलावा किसी अन्य चीज़ के लिए नहीं किया जाएगा। सभी प्रतिक्रियाएं गोपनीय होंगी। आपकी भागीदारी पूरी तरह से स्वैच्छिक है और यदि आपको किसी प्रश्न का उत्तर देने में कोई असुविधा महसूस होती है तो आप किसी भी समय सर्वेक्षण को रोक सकते हैं या उस प्रश्न का जवाब देने से मना कर सकते हैं। यदि इस सर्वेक्षण के बारे में आपके कोई प्रश्न हैं, तो आप मुझसे अभी पूछ सकते हैं या बाद में मेरे पर्यवेक्षक को भी 011 4768 2222 कॉल कर पूछ सकते हैं।

क्या आप पुष्टि करेंगे की इस सर्वेक्षण का हिस्सा बनना चाहते हैं कृपया बताये

- g. हाँ
h. नहीं

[1] अभिभावक का पहचान विवरण			
1.	यूनिक आईडी		
2.	स्कूल की यूनिक आईडी		
3.	बच्चों की यूनिक आईडी		
4.	राज्य / केन्द्रशासित प्रदेश	5.	सूचना देने वाले का नाम
6.	जिला:	7.	

			बच्चों का नाम
8.	क्षेत्र (ज़ोन) :	9.	उस स्कूल का नाम जहां आपके बच्चे जाते हैं
10.	जेंडर: 1. पुरुष /2. महिला /3. अन्य	11.	आपके बच्चे की श्रेणी
12. (a)	<p>अभिभावक का व्यवसाय</p> <p>स्वयं</p> <p>46. ड्राइवर</p> <p>47. गार्ड/चौकीदार/सिक्क्योरिटी वर्कर</p> <p>48. घरेलू कामगार/नौकरानी</p> <p>49. सहायक स्टाफ़ (चपरासी, सफाई वाला, आया, आदि)</p> <p>50. वितरण, पैकेजिंग</p> <p>51. माली</p> <p>52. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस, तंबाकू विक्रेता आदि।</p> <p>53. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>54. आधारभूत व्यवसाय, (टीचर, एसोसिएट्स अन्य)</p> <p>55. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>56. गृहिणी</p> <p>57. कोई काम नहीं</p> <p>58. पता नहीं</p> <p>59. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो)</p> <p>60. अन्य (_____) कृपया विवरण दें</p> <p>पति या पत्नी</p>		

<p>(b)</p> <p>(c)</p>	<ol style="list-style-type: none"> 1. ड्राइवर 2. गार्ड/चौकीदार/सिक्क्योरिटी वर्कर 3. घरेलू कामगार/नौकरानी 4. सहायक स्टाफ, (चपरासी, सफाईकर्मी, आया, आदि) 5. वितरण, पैकेजिंग 6. माली 7. छोटा व्यापार, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस, तंबाकू विक्रेता आदि। 8. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक 9. आधारभूत व्यवसाय, (टीचर, एसोसिएट्स अन्य) 10. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि) 11. गृहिणी 12. कोई काम नहीं 13. पता नहीं 14. लागू नहीं (इस विकल्प का चयन तभी करें जब माता की मृत्यु हो गई हो) 15. अन्य (_____) कृपया उल्लेख करें <p>अभिभावक/रिश्तेदार/देखभाल प्रदाता (माता-पिता में से किसी एक की मृत्यु होने पर ही यह विकल्प भरें)</p> <ol style="list-style-type: none"> 31. ड्राइवर 32. गार्ड, चौकीदार, सिक्क्योरिटी वर्कर 33. घरेलू कामगार, नौकरानी 34. सहायक स्टाफ (चपरासी, सफाईकर्मी, आया, आदि) 35. वितरण, पैकेजिंग 36. माली 		
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	<p>37. छोटा व्यापारी, ठेला, खोका, सड़क किनारे चाय स्टाल, जूस, तंबाकू विक्रेता आदि।</p> <p>38. बड़े व्यवसाय, फैक्ट्री मालिक, बड़े दुकान के मालिक</p> <p>39. आधारभूत, व्यवसाय, (टीचर, एसोसिएट्स अन्य)</p> <p>40. उच्च प्रोफाइल पेशेवर (इंजीनियर, डॉक्टर आदि)</p> <p>41. गृहिणी</p> <p>42. कोई काम नहीं</p> <p>43. पता नहीं</p> <p>44. लागू नहीं (इस विकल्प का चयन तभी करें जब पिता की मृत्यु हो गई हो)</p> <p>45. अन्य (_____) कृपया विवरण दें</p>		
13.	परिवार के कुल सदस्य की संख्या		
14.	<p>आवास का प्रकार</p> <p><i>एक कमरे का घर</i></p> <p><i>दो कमरे का घर</i></p> <p><i>तीन कमरे का घर</i></p> <p><i>3 से अधिक कमरे</i></p>		
15.	सर्वेक्षणकर्ता का नाम		
16.	सर्वेक्षणकर्ता का मोबाइल नंबर		

निम्नलिखित कथनों का उत्तर देते समय कृपया इस आधार पर चयन करें कि आपका बच्चा पिछले छह महीनों से किस तरह से रह रहा है?

वह बहुत सारा जंक फूड खा रहा है (पिज्जा, बर्गर, फ्राइड फूड)	1. सहमत	2. असहमत	3. निश्चित नहीं/पता नहीं
वह अपने नियमित आहार से अधिक खा रही है/रहा है			

वह अपने सामान्य आहार से कम खा रही है/ रहा है			
वह नियमित रूप से बाहर खेलने जाता है/जाती है			
वह नींद लेने में गड़बड़ी कर रहा है/ रही है (कम या ज्यादा सो रहे हैं)			
उसकी कोई निश्चित दिनचर्या नहीं है			
उसकी कोई शारीरिक गतिविधि नहीं है			
चिड़चिड़ा हो गया है/गयी है			
वह छोटी-छोटी बातों पर गुस्सा हो जाता है/जाती है			
वह अक्सर अपने दोस्तों से मिलता है/ मिलती है			
उसे घर पर अकेले रहना पसंद है			

2. क्या आपका बच्चा कोविड लॉकडाउन के दौरान अकेलापन महसूस कर रहा है?

- 1 हाँ
- 2 नहीं
- 3 कभी-कभी

2. क्या आपका बच्चा ऑनलाइन कक्षाओं में भाग ले रहा है?

- 1 हाँ
- 2 नहीं
- 3 कभी-कभी

3 यदि प्रश्न 2 का उत्तर हाँ है तो क्या आपका बच्चा ऑनलाइन कक्षाओं में भाग लेने के लिए उत्सुक है?

- 1 हाँ
- 2 नहीं
- 3 कभी-कभी

या

3 यदि प्रश्न 2 का उत्तर नहीं है तो इस अवधि के दौरान बच्चे ने पढ़ाई का कैसे प्रबंध किया?

1. अपने दम पर पढ़ाई की
2. ट्यूटर की मदद से पढ़ाई की
3. स्कूल द्वारा उपलब्ध कराई गई स्टडी मटेरियल/वर्कशीट की मदद से पढ़ाई की
4. बड़े भाई-बहन/माता-पिता की मदद से पढ़ाई की
5. पढ़ाई नहीं की

4. क्या आपके पास ऑनलाइन कक्षाओं में भाग लेने के लिए बच्चे को उपलब्ध कराने के लिए एक उपकरण है?

- 1 हाँ
- 2 नहीं
- 3 कभी-कभी

5 यदि प्रश्न 4 का उत्तर हाँ है तो - आपका बच्चा ऑनलाइन कक्षाओं में भाग लेने के लिए किस प्रकार के उपकरण का उपयोग करता है?

1. लैपटॉप/डेस्कटॉप
2. स्मार्टफोन
3. टैबलेट
4. अन्य

या

5 यदि प्रश्न 4 का उत्तर नहीं है, तो- आपके बच्चे ने ऑनलाइन कक्षाओं का प्रबंधन कैसे किया?

1. दोस्तों के साथ साझा किया गया उपकरण
2. रिश्तेदारों/पड़ोसियों के साथ साझा किया गया उपकरण
3. सशुल्क केंद्रों/साइबर कैफे से कक्षाओं में भाग लिया
4. ऑनलाइन कक्षाओं में शामिल नहीं हुए

6 क्या बच्चों को ज़रूरत के हिसाब से हमेशा उपकरण मिलता है ?

1. हाँ, हमेशा जब वह चाहे
2. नहीं, भाई-बहन/माता-पिता/परिवार के अन्य सदस्यों के साथ शेयर करता है

3. व्यक्तिगत पहुंच नहीं (पड़ोसियों/रिश्तेदारों के पास जाती है)
 4. व्यक्तिगत पहुंच नहीं (साइबर कैफे/किसी अन्य भुगतान केंद्र में जाता है)
7. ऑनलाइन मोड में छात्रों के लिए सीखने की संरचना के तरीके से आप कितने संतुष्ट हैं?
1. संतुष्ट
 2. न संतुष्ट और न ही असंतुष्ट
 3. असंतुष्ट
8. क्या आपके बच्चे ने आपसे स्कूल के हैप्पीनेस ऑडियो के बारे में बात की है?
1. हाँ
 2. नहीं
 3. अक्सर
 4. शायद ही कभी
9. क्या लॉकडाउन/महामारी के दौरान परिवार में मनमुटाव, मतभेद बढ़ गया है?
1. हाँ
 2. थोड़ा
 3. बिलकुल नहीं
10. लॉकडाउन के दौरान हर समय पूरे परिवार का घर में रहने से क्या आपके मानसिक और भावनात्मक स्वास्थ्य पर प्रभाव पड़ा है?
1. हाँ, अच्छा प्रभाव
 2. नहीं, मुझे कोई अंतर महसूस नहीं हुआ है
 3. हाँ, बुरा प्रभाव रूप
11. महामारी के कारण बच्चे घर पर थे, क्या इससे आपके बच्चों के साथ आपके रिश्ते पर कोई असर पड़ा है?
1. हाँ, अच्छा प्रभाव

2. कोई अंतर नहीं
3. हाँ, बुरा प्रभाव रूप

12 COVID19 महामारी के कारण आपके रोजगार और कमाई पर किस तरह का प्रभाव पड़ा है? [सर्वेक्षक के लिए नोट: प्रतिक्रियाओं को न पढ़ें और केवल एक विकल्प रिकॉर्ड करें। यदि वे एक से अधिक उत्तर देते हैं, तो उनसे अपनी सबसे पसंदीदा प्रतिक्रिया चुनने के लिए कहें]

1. इसने मेरे परिवार की आय का स्रोत छीन लिया
2. भारी वेतन कटौती/आय में गिरावट
3. नियोक्ता का उत्पीड़न बढ़ा / ठेकादारी प्रथा में वृद्धि हुई
4. जनता के पुलिस का उत्पीड़न बढ़ा
5. कोई असर नहीं हुआ, काम चलता रहा
6. कोई अन्य _____)

13. आपके परिवार में अधिकांशतः घरेलू काम कौन करता है?

1. स्वयं
2. जीवनसाथी
3. बेटी/बहू
4. बेटा/दामाद
5. माँ / सास
6. पिता / ससुर
7. रिश्तेदार (.....)
8. नौकर / नौकरानी
9. अन्य (विवरण दें)

14. क्या ऑनलाइन क्लास और बच्चों के घर होने से घर पर देखभाल का बोझ बढ़ गया है?

1. हाँ

2. नहीं

3. कभी-कभी

15. क्या आपके परिवार में कोई व्यक्ति कोविड-19 वायरस से गंभीर रूप से संक्रमित हुआ था ?

1. हाँ

2. नहीं

3. पता नहीं/कह नहीं सकते

16. यदि प्रश्न 15 का उत्तर हां है तो, क्या वे अब ठीक हो गए हैं?

1. हाँ, सब ठीक हैं

2. नहीं, परिवार के सदस्य की मृत्यु हो गयी

3. नहीं, वे अभी भी अस्वस्थ हैं

4. पता नहीं/कह नहीं सकता