

“A STUDY ON IMPACT OF COVID-19 ON THE LIFE OF SCHOOL CHILDREN IN CHENNAI CITY”

Submitted in partial fulfillment of the requirement for the award of

Bachelor of Business Administration

By

B.TEJA

38280089



DEPARTMENT OF BUSINESS ADMINISTRATION

SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by
AICTE**

JEPPIAAR NAGAR, RAJIV GANDHI SALAI,

CHENNAI - 600119

MARCH - 2021



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC | 12B STATUS by UGC | Approved
by AICTE

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600119

www.sathyabama.ac.in

DEPARTMENT OF BUSINESS ADMINISTRATION

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **B.TEJA (38280089)** who carried out the project entitled “**A STUDY ON IMPACT OF COVID-19 ON THE LIFE OF SCHOOL CHILDREN IN CHENNAI CITY**” under our supervision from 6th January 2021 to 30th March 2021.

Ms. SIVAPRIYA.M M.com, M.phil, PGDCA

Internal Guide

External Guide

**Dr.Bhuvaneswari.G M.B.A., Ph.D.,
Dean – School of Management Studies**

Submitted for Viva voce Examination held on _____

Internal Examiner

External Examiner

DECLARATION

I Teja.B (Reg no. 38280089) hereby declare that the project report entitled “**A STUDY ON IMPACT OF COVID-19 ON THE LIFE OF SCHOOL CHILDREN IN CHENNAI CITY**” done by me under the guidance of Ms. Ms.SIVAPRIYA.M, M.com, M.phil, PGDCA is submitted in partial fulfillment of the requirements for the award of bachelor of business administration degree.

DATE: 30-03-2021

PLACE: CHENNAI

B.TEJA

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr. G. Bhuvaneswari M.B.A., Ph.D., Dean – School of Management Studies and Dr.A.PalaniM.Com. , M.Phil., M.B.A., Ph.D., Head of the Department studies** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **Ms.SIVAPRIYA.M M.Com, M.phil, PGDCA** for her guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching Non-teaching staff members of the Department of **Business Administration** who were helpful in many ways for the completion of the project.

B.TEJA

ABSTRACT

Public health measures taken to prevent the spread of the COVID-19 pandemic can potentially impact the mental health of children. Aims: To assess the prevalence and risk factors of childhood depression during the Covid-19 lock-down. Methods: After 100 days of lock-down, a survey questionnaire was sent by Whatsapp to parents of school-aged children (5-16 years) in Chennai. The Short Mood and Feelings questionnaire was employed as an objective screening tool to assess depression, with a score of 12 used as the cut-off. Results: There were 874 responses. The incidence of childhood depression was 13.7%. Boys were less likely to be depressed than girls. Eleven- to 16-year-olds were more likely to be depressed than 5- to 10-year-old children. Children who had more than 4 hour's online education had a higher likelihood of depression. Children who used a cell phone for online classes had a higher likelihood of depression compared to other devices, such as tabs or laptops. Children who slept less than 8 hours a day had a higher likelihood of depression. Children who either did not sleep in the afternoon or slept less than 1 hour had a lower likelihood of depression. Children who were interacting with family over 1 hour per day had a lower likelihood of depression.

TABLE OF CONTENT

CHAPTER NO.	TITLE	PAGE NO.
	ABSTRACT	I
	LIST OF TABLES	II
	LIST OF CHARTS	III
	INTRODUCTION	1-2
1	1.1 Introduction About The Study	1
	1.2 Company Profile	2
2	REVIEW OF LITERATURE	3-5
	2.1 List Of Reviews	3
3	RESEARCH METHODOLOGY	6-7
	3.1 Need For Study	6
	3.2 Objective OF Study	6
	3.3 Research Design	6
	3.4 Sources Of Data	7
	3.5 Structure Of Questionnaire	7
	3.6 Sampling Technique	7
	3.7 Period Of Study	7
	3.8 Sampling area	7
	3.9 Sampling size	7
4	DATA ANALYSIS AND INTERPRETATION	8-21
	4.1 Percentage Analysis	8
5	5.1 Findings	22
	5.2 Suggestions	23
6	6.1 Conclusions	23
	Questionnaire	23
	REFERENCES	25
	BIBLIOGRAPHY	27

LIST OF TABLES

TABLE NO	PARTICULARS	PAGE NO.
4.1.1	CLASS OF THE STUDENTS	8
4.1.2	STUDENTS AWARENESS OF COVID-19	9
4.1.3	TABLE SHOWING THE PERCENTAGE OF CHILDREN AGREE THAT THE LOCKDOWN HAS CHANGED THEIR LIVES	10
4.1.4	THIS TABLE SHOWS WHETHER THE CHILDREN FELT BORED IN STUDYING HOME	11
4.1.5	LOCKDOWN MAKE ANY MENTAL DEPRESSION	12
4.1.6	LEVEL OF SATISFACTION ON ONLINE CLASS	13
4.1.7	IS ANY SCHOOL AROUND YOU ARE REOPENED?	14
4.1.8	DID YOU FEEL THAT IT IS SAFE TO GO BACK SCHOOL?	15
4.1.9	STUDENTS SHARE ABOUT THEIR STUDY WORKLOAD	16
4.1.10	WILL THE GRADING SCALES BE CHANGED PASS / FAIL DUE TO THIS SITUATION?	17
4.1.11	THERE IS A DIFFERENCE ON HOW COVID 19 AFFECT CHILDREN COMPARED TO ADULTS?	18
4.1.12	DID YOU HAVE A SEPARATE ROOM FOR STUDY DURING LOCKDOWN?	19
4.1.13	DID YOU SPEND MOST TIME WITH YOUR FAMILY DURING LOCKDOWN?	20
4.1.14	DO YOU AGREE THAT COVID-19 CAN SPREAD VIGOROUSLY IF WE REOPEN SCHOOLS?	21

LIST OF CHARTS

TABLE NO	PARTICULARS	PAGE NO.
4.1.1	CLASS OF THE STUDENTS	8
4.1.2	STUDENTS AWARENESS OF COVID-19	9
4.1.3	TABLE SHOWING THE PERCENTAGE OF CHILDREN AGREE THAT THE LOCKDOWN HAS CHANGED THEIR LIVES	10
4.1.4	THIS TABLE SHOWS WHETHER THE CHILDREN FELT BORED IN STUDYING HOME	11
4.1.5	LOCKDOWN MAKE ANY MENTAL DEPRESSION	12
4.1.6	LEVEL OF SATISFACTION ON ONLINE CLASS	13
4.1.7	IS ANY SCHOOL AROUND YOU ARE REOPENED?	14
4.1.8	DID YOU FEEL THAT IT IS SAFE TO GO BACK SCHOOL?	15
4.1.9	STUDENTS SHARE ABOUT THEIR STUDY WORKLOAD	16
4.1.10	WILL THE GRADING SCALES BE CHANGED PASS / FAIL DUE TO THIS SITUATION?	17
4.1.11	THERE IS A DIFFERENCE ON HOW COVID 19 AFFECT CHILDREN COMPARED TO ADULTS?	18
4.1.12	DID YOU HAVE A SEPARATE ROOM FOR STUDY DURING LOCKDOWN?	19
4.1.13	DID YOU SPEND MOST TIME WITH YOUR FAMILY DURING LOCKDOWN?	20
4.1.14	DO YOU AGREE THAT COVID-19 CAN SPREAD VIGOROUSLY IF WE REOPEN SCHOOLS?	21

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

As we all are aware that COVID-19 has been introduced in China in the month of the December 2019 and spreaded over to the all the countries in the world. Due to which, the entire world suffered a huge loss on various aspects. In which, our country India is going through its worst health and economic crisis in a century. Due to the COVID-19 pandemic and subsequent lockdowns, most of the people in our country lost their jobs and nearly 84% households have suffered a loss in monthly income (Bertrand, Krishnan & Schofield, 2020; Vyas, 2020) etc.

With regard to introduction on the education perspective which has been highly impacted all our future generations in the country. Most governments in various states decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. As of 12 January 2021, approximately 825 million learners are currently affected due to school closures in response to the pandemic. Government has taken various measures in order to control the spread of COVID-19 through closure of schools and colleges in the country. Which was earlier followed by multiple countries in the world such as Japan, Oita etc were found successfully decreased the number of infected students at the peak of infection, however closing schools was not found to have significantly decreased the total number of infected students. Mandatory school closures and other social distancing measures were associated with a 29% to 37% reduction in influenza transmission rates. Early school closures in the United States delayed the peak of the 2009 H1N1 Flu pandemic. Despite the overall success of closing schools, a study of school closures in Michigan found that "district level reactive school closures were ineffective.

In this regard, most of the students suffered a lot during COVID-19 pandemic with various aspects such as "Online Coaching Classes Fee" & "Lack of facilities" etc. Since, most of the families suffered a huge death losses, unemployment, reduction of salaries and bonus to their parents etc. Given this context, the status report sought to understand the experience of private school parent's fee payments and access to education during the pandemic. It is pertinent to review the response of

state governments in regulating private schools during the lockdown and its impact on parents. Of the states surveyed, Bihar, Chhattisgarh, Jharkhand and Uttar Pradesh released notifications related to private schools during the lockdown. The circulars issued in Uttar Pradesh (Jain, 2020) and Jharkhand (“No hike in tuition fees”, 2020) directed schools to not hike their fees for the 2020-21 academic session while Chhattisgarh directed schools to not pressurize parents to pay fees using online classes as a pretext (Pandey, 2020). Bihar issued a notification directing schools to waive charges other than tuition fees during the lockdown (Rumi, 2020). Lastly, Odisha did not issue any formal notifications but an appeal was issued by the CM’s office requesting schools to consider reducing/deferring payment of fees.

1.2 COMPANY PROFILE

The ongoing closure of schools has affected 27 crore children in India. In government schools, however the impact of the pandemic is not restricted to education delivery alone. In addition to being a site of learning, a government school also provides entitlements such as Mid-Day Meals (MDM), textbooks and other learning materials. Various governments have released orders regarding the continuation of MDM even during the lockdown and there have been efforts to continue delivery of education through various means, such as cable TV and the internet. Given this context, the study sought to examine the impact of the prolonged school closure on students, particularly in terms of their access to entitlements such as MDM and textbooks, and to the purported ‘classes’ being delivered by the government. The study also sought to get perspectives of teachers regarding digital education, the use of schools as quarantine centres and implications of prolonged school closure.

CHAPTER 2

REVIEW OF LITERATURE

2.1 LIST OF REVIEWS

Maestre Maestre (2020): President of the Society for Latin Studies, in an article on the virus that has caused the pandemic, in which, playing with different related terms, he explains that the neutral noun “virus” means “poison” in Latin, so most current research is trying to find a medicine that will kill the virus. Likewise, the Greek term φάρμακον (in Latin pharmacum) also means poison. The relationship between the two terms is that pharmacies are looking for poisons that will kill the “poisons” that undermine people's health or their desire to be safe. Remember the symbol of the pharmacies, the “Bowl of Hygeia” with the snake that pours a “poison” into it that stops being a poison to become an antidote. The name “corona virus” is given to it because, through the microscope, the “virus-poison” is shaped like a “crown” that makes it king of poisons.

Giallonardo et al., (2020): However, not only minors are affected.

Roy et al. (2020): more than 80% of people over 18 have shown the need for attention to their mental health as a result of the anxiety and stress experienced during the pandemic.

Forte et al. (2020): agree with this idea, stating that the pandemic has caused stress, psychological discomfort, sleep disorders, and instability, among others, in a large part of the population.

Fischer et al., (2020): physical inactivity.

Ricci et al., (2020): age distribution.

Cortis, (2020): and newborns.

Ovali(2020): but none discusses parents' views on the period of confinement from the psychological, educational, academic, physical, and emotional points of view of their children. Neither do they inquire into the opinion of the children themselves, understanding by these those who are in infant and primary education, that is, up to the age of 12.

Founaud and González-Audicana, (2020): Another important aspect that has been affected by the coronavirus pandemic is the practice of PA. Many schoolchildren practice physical exercise based solely on the subject of Physical Education. This subject is not only based on motor skills but is a practice that affects schoolchildren in a global way, influences many aspects of their daily lives, and helps teachers to better understand students in their different dimensions.

Castaneda Vazquez et al., (2020): Lack of PA is associated with obesity, as indicated by different studies that relate the regular practice of physical exercise with the reduction of health problems.

Fandino-Pérez (2020): is significant in which he reflects on the virtuality of education and his position regarding personalized education, so demanded in times of normality, where teachers and students know each other, interact, and socialize, precisely the attitude that has taken away the virus. Fandino-Pérez says that the pandemic has put us in front of the mirror to see a distorted and absurd image of the work of teachers as producers of programming and good results, which turns them and their students into a kind of machine. We have forgotten the main thing: to be human beings capable of creating a better world and of overcoming ignorance, fear, and demagoguery.

Varsha (2020): Parents from eight states move Supreme Court seeking moratorium on school fees. B&B Associates LLP.

Yadav, a (2020, June 9): Delhi: More than 150 MCD schools teachers infected by corona virus, 4 die on Covid duty.

S. (2020, July 29): Lacking smart phones, Nuh goes for 'mohalla paathshala'. The Tribune.

World Health Organization, (2020): declared this disease produced by the coronavirus (COVID-19) to be a pandemic. It was first reported in Wuhan (China) on December 31, 2019.

World Health Organization (2019a, 2020b): to develop similar protocols for the Middle East respiratory syndrome corona virus (MERS-CoV) and, with the support of expert advisors, has adapted the protocols for influenza and MERS-CoV to help better understand the clinical, epidemiological, and virological characteristics of COVID-19.

Clemente-Gonzalez(2016): of the University of Murcia highlights the relevance of grandparent–grandchild relationships and the role of the former in the social and emotional development of the child, which gives great significance to their grandparents for the appreciation observed in them, recognizing their importance in the family structure. At this point, it is also necessary to point out the lack of relationships between equals, which is so important for the correct emotional development of children.

Salvador, (2008): now in the homes of their students, which they access through the Internet. The role of parents is also to educate, but from different perspectives, complementing those of teachers in the acquisition of children's learning. For these reasons, many families say that they do not know how to undertake these activities with their children for so long.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 NEED FOR STUDY

Research methodology is mainly needed for the purpose of framing the research process and the designs and tools that are to be used for the project purpose. Research methodology helps to find the students experiences, attitude, perception, and satisfaction base for the project. This time research methodology is framed for the purpose of finding the students have adequate knowledge about Covid-19 and its impacts on the education perspective.

3.2 OBJECTIVES OF THE STUDY

This project is mainly to understand the impact of student's education post lockdown due to Covid-19.

3.2.1 PRIMARY OBJECTIVE

A study of life of school children in Chennai City.

3.2.2 SECONDARY OBJECTIVE

1. To understand the new methodology of online coaching class introduced in all the schools is suitable for the future generation students.
2. To understand and examine the coaching classes and examinations conducted by the teachers through video classes.
3. To know the pros and cons faced by the school students in the new model of coaching.

3.3 RESEARCH DESIGN

3.3.1 Descriptive research design

Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study.

3.4 SOURCES OF DATA

Data collection is the term used to describe a process of preparing and collecting data.

PRIMARY DATA

Questionnaire given to 150 respondents

SECONDARY DATA

Websites and online journals, published reports and review of literature from published articles.

3.5 STRUCTURE OF QUESTIONNAIRE

Questionnaire was divided into two categories. First part was designed to know the general information about the customers and the second part contained the respondent's options about customer experience.

3.6 SAMPLING TECHNIQUE

3.6.1 Type of sampling method

A convenience sample data collection method is used for the study. A convenience sample is the one of the main type of non probability sampling method. A convenience sample is made up of people who are easy to reach.

3.7 Period of study

The duration of study is from January 2021 to March 2021 which is a three months of study.

3.8 Sampling area

This study is mainly done with the preference of students located in Chennai.

3.9 Sampling size

A survey is collected as a questionnaire as a size of containing 150 samples through Google form

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

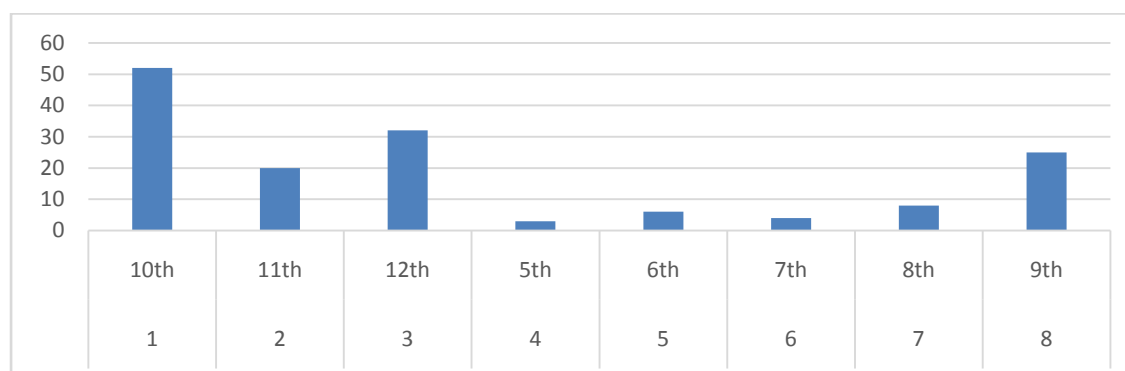
4.1 PERCENTAGE ANALYSIS

TABLE 4.1.1: Class of the Students

S No	Standard	No. of Response	Percentage
1	10 th	52	34.67 %
2	11 th	20	13.33 %
3	12 th	32	21.33 %
4	5 th	3	2.00 %
5	6 th	6	4.00 %
6	7 th	4	2.67 %
7	8 th	8	5.33 %
8	9 th	25	16.67 %
	TOTAL	150	100%

SOURCE: PRIMARY DATA

Chart 4.1.1: Class of the Students



INTERPRETATION

From the above table it is interpreted that the nearly 10th studying students were seems to be higher respondents with the percentage of 34.67% followed by 12th studying students with 21.33%. in which those are eligible to write the public examinations in the upcoming months.

INFERENCE

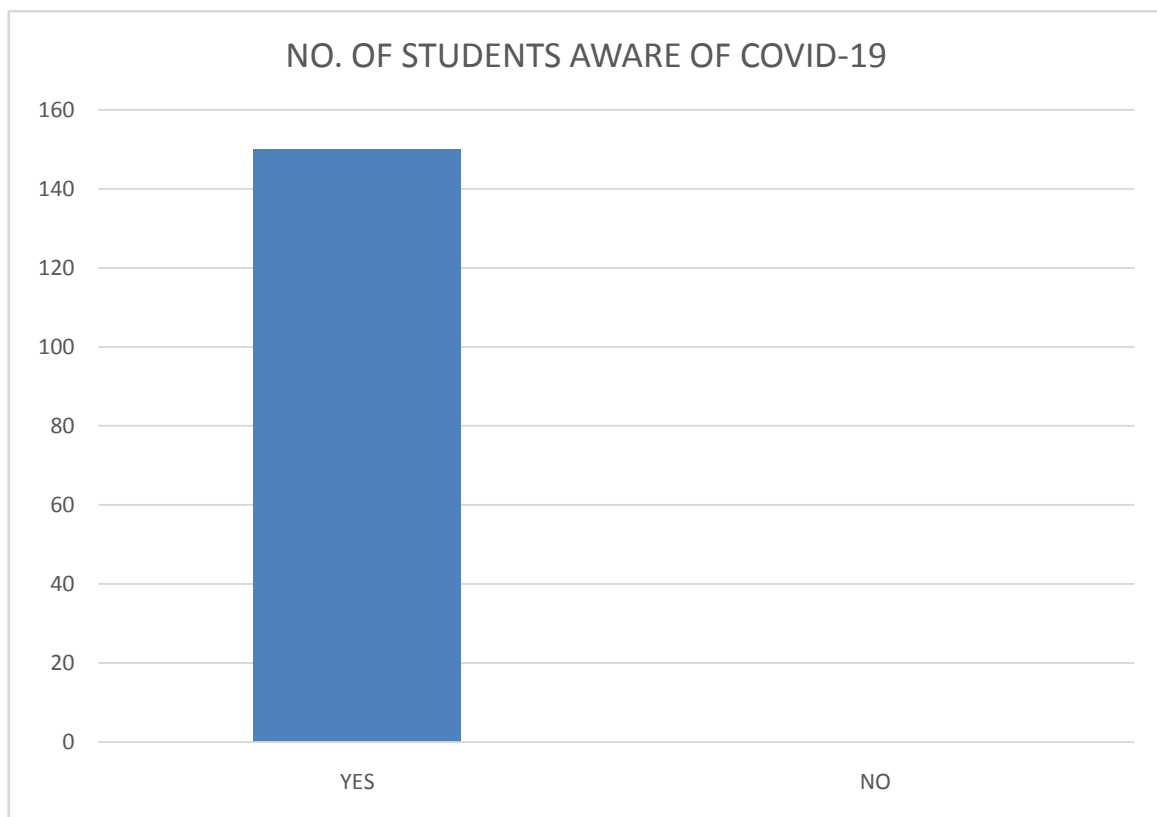
Majority (34.67%) of the respondents are students studying at 12th standard.

TABLE 4.1.2: STUDENTS AWARENESS OF COVID-19

S.NO	PARTICULARS	NO OF RESPONDENTS	PERCENTAGE
1	YES	150	100%
2	NO	-	-
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.2: STUDENTS AWARENESS OF COVID-19



INTERPRETATION

From the above table it is interpreted that the number of respondents aware of covid-19 is 100%.

INFERENCE

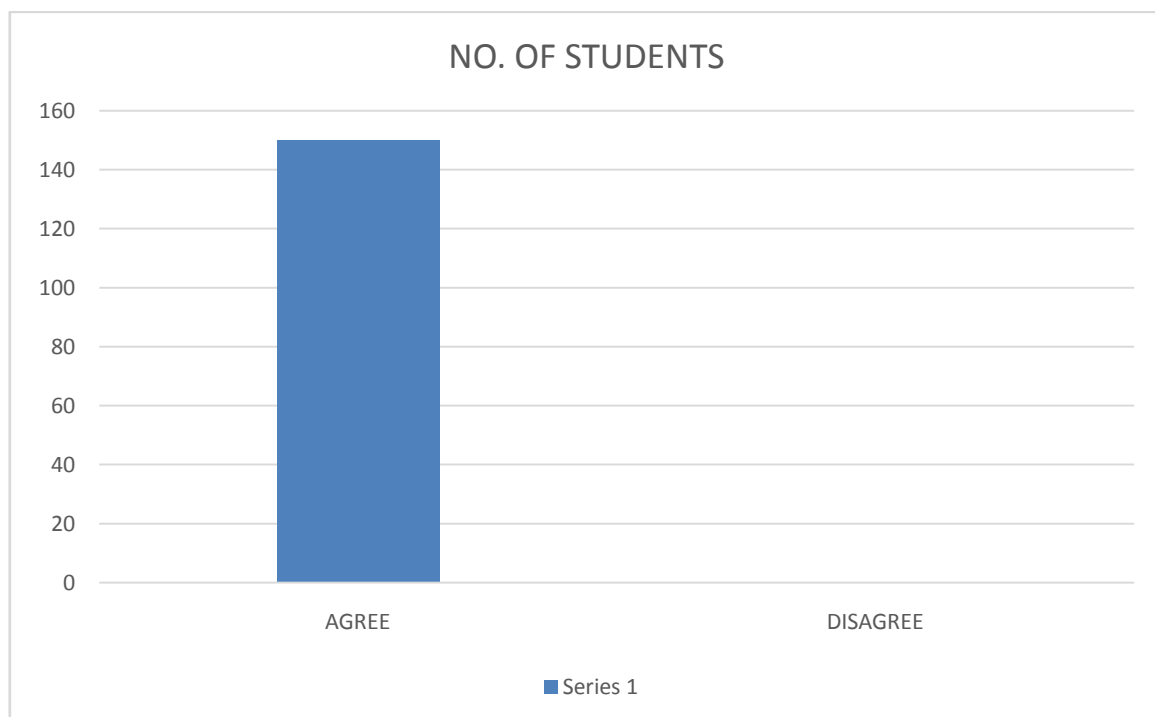
Every student is aware of the contagious virus covid-19.

TABLE 4.1.3: TABLE SHOWING THE PERCENTAGE OF CHILDREN AGREE THAT THE LOCKDOWN HAS CHANGED THEIR LIVES

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AGREE	150	100%
2	DISAGREE	-	-
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.3: TABLE SHOWING THE PERCENTAGE OF CHILDREN AGREE THAT THE LOCKDOWN HAS CHANGED THEIR LIVES



INTERPRETATION

From the above table it is interpreted that the number of respondents who agree that their lives have changed during the lockdown is 100%.

INFERENCE

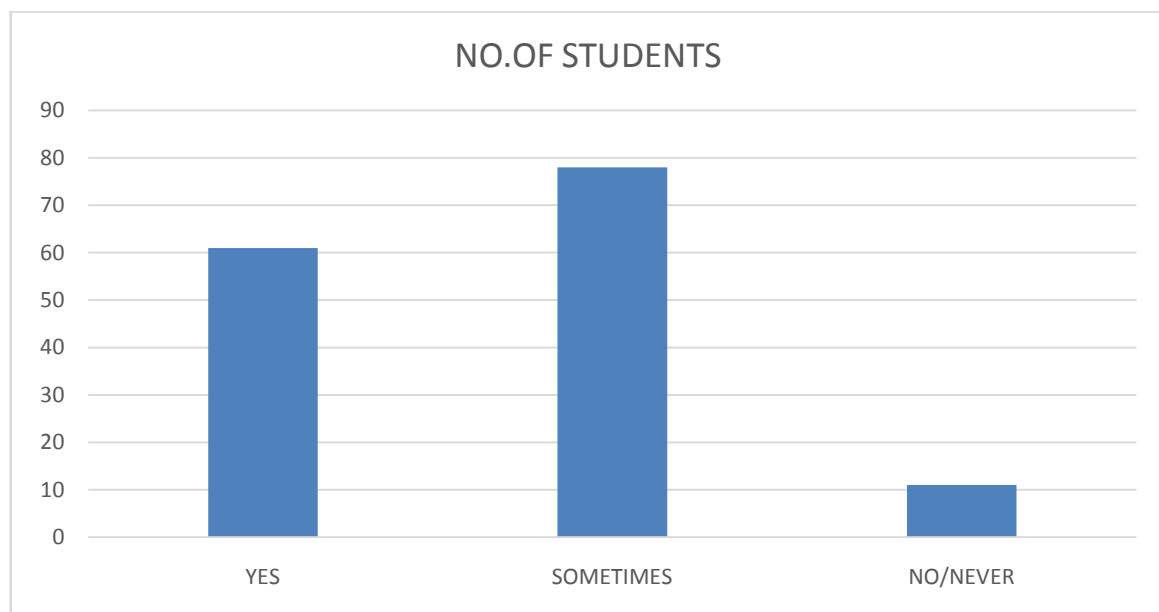
100% of the students agree that their lives have changed during the lockdown.

TABLE 4.1.4: THIS TABLE SHOWS WHETHER THE CHILDREN FELT BORED IN STUDYING HOME

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	Yes	61	40.66%
2	Sometimes	78	52.00%
3	No/never	11	7.33%
	TOTAL	150	100.00%

SOURCE: PRIMARY DATA

CHART 4.1.4: THIS TABLE SHOWS WHETHER THE CHILDREN FELT BORED IN STUDYING HOME



INTERPRETATION

From the above table, 41% of the children felt bored studying in home, 52% were bored sometimes, and 7% agreed that they were never bored in studying home.

INFERENCE

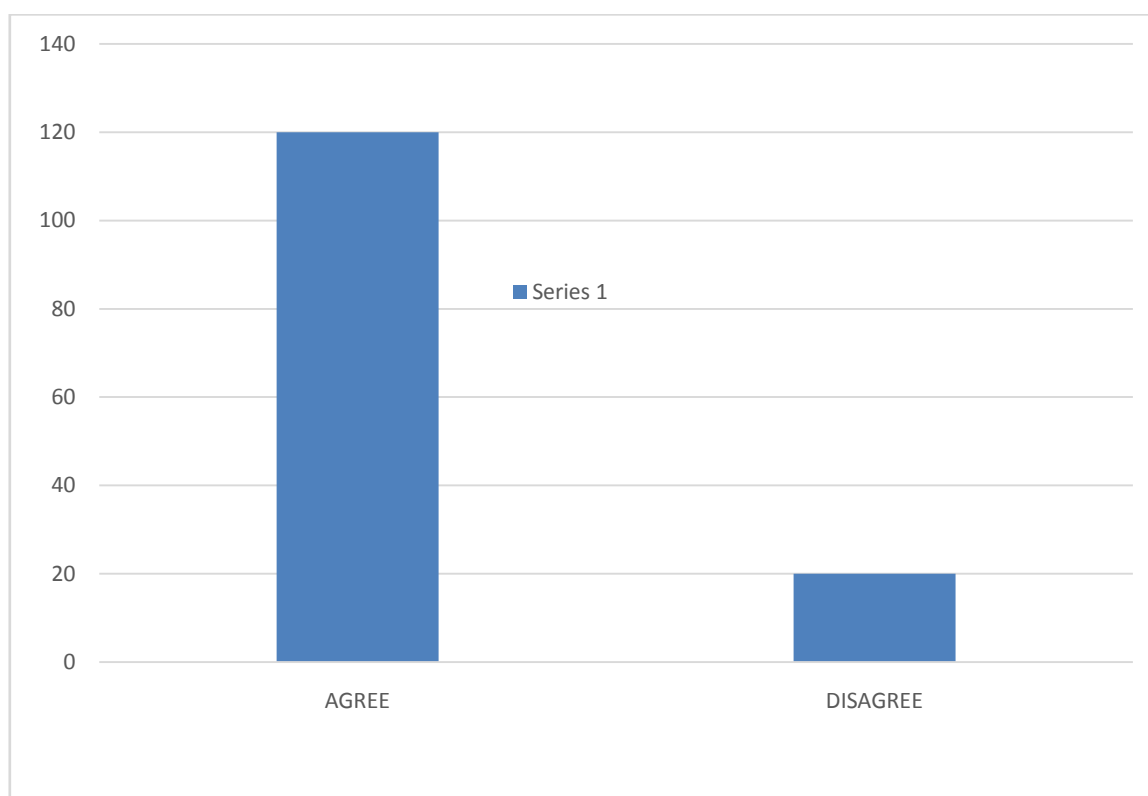
Majority (52%) of the respondents were felt bored sometime in studying in home.

TABLE 4.1.5: LOCKDOWN MAKE ANY MENTAL DEPRESSION

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AGREE	120	80%
2	DISAGREE	30	20%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.5: LOCKDOWN MAKE ANY MENTAL DEPRESSION



INTERPRETATION

From the above table, 80% of the children felt mentally depressed during lockdown, 20% disagree to mental depression.

INFERENCE

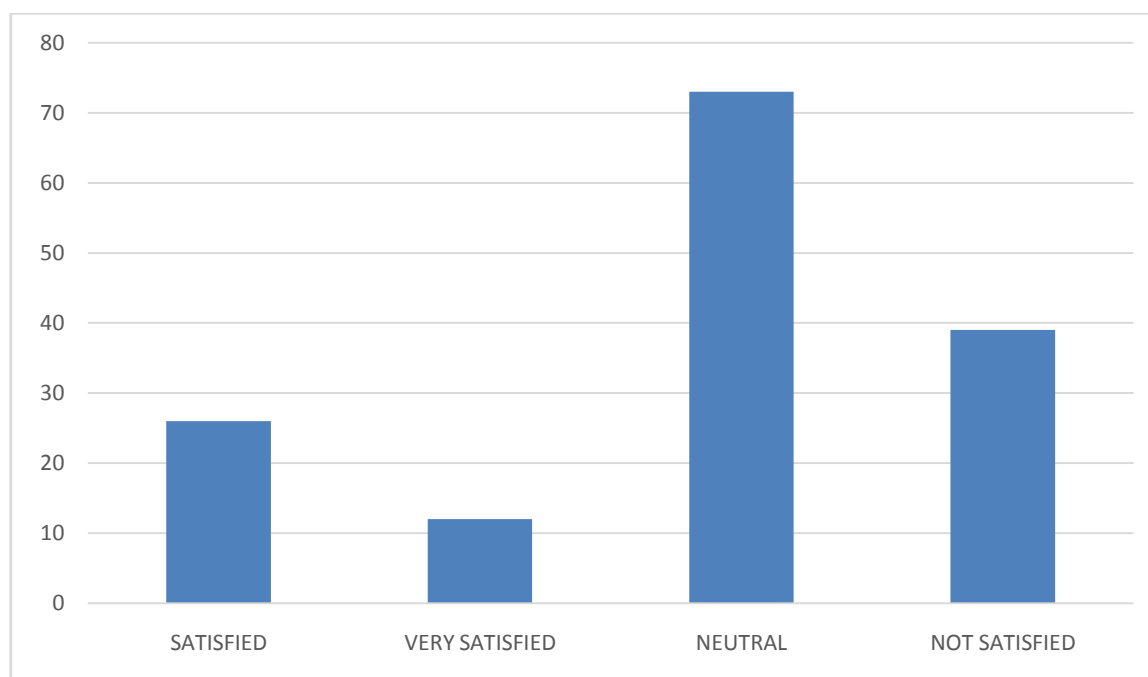
Majority (80%) of the respondents were felt mentally depressed during lockdown.

TABLE 4.1.6: LEVEL OF SATISFACTION ON ONLINE CLASS

S. NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	SATISFIED	26	17.33%
2	VERY SATISFIED	12	8%
3	NEUTRAL	73	48.66%
4	NOT SATISFIED	39	26%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.6: LEVEL OF SATISFACTION ON ONLINE CLASS



INTERPRETATION

From the above table shown, 17% children satisfied on online classes, 8% children were very satisfied, 49% remained neutral, 26% were not satisfied.

INFERENCE

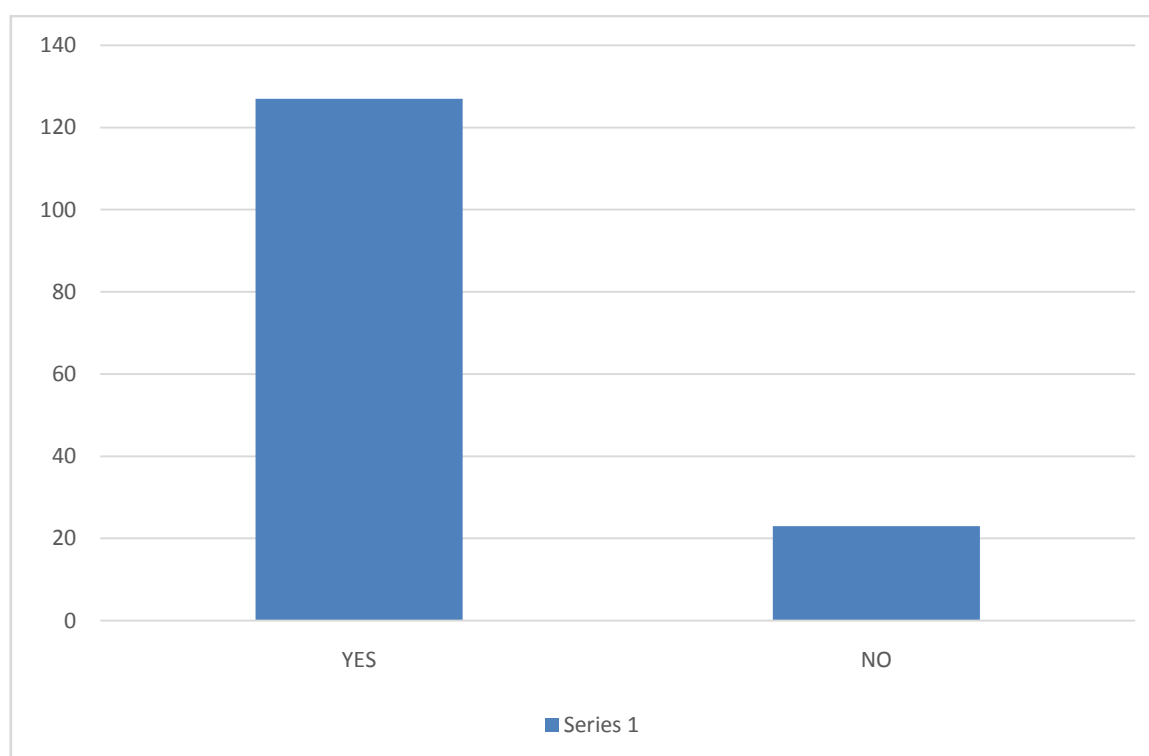
Majority 49% of children is neutral about their opinion on online classes.

TABLE 4.1.7: IS ANY SCHOOL AROUND YOU ARE REOPENED?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	YES	127	84.66%
2	NO	23	15.33%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.7: IS ANY SCHOOL AROUND YOU ARE REOPENED?



INTERPRETATION

From the above table shown, 85% children responded that there are schools reopened around their surroundings, 15% children said no.

INFERENCE

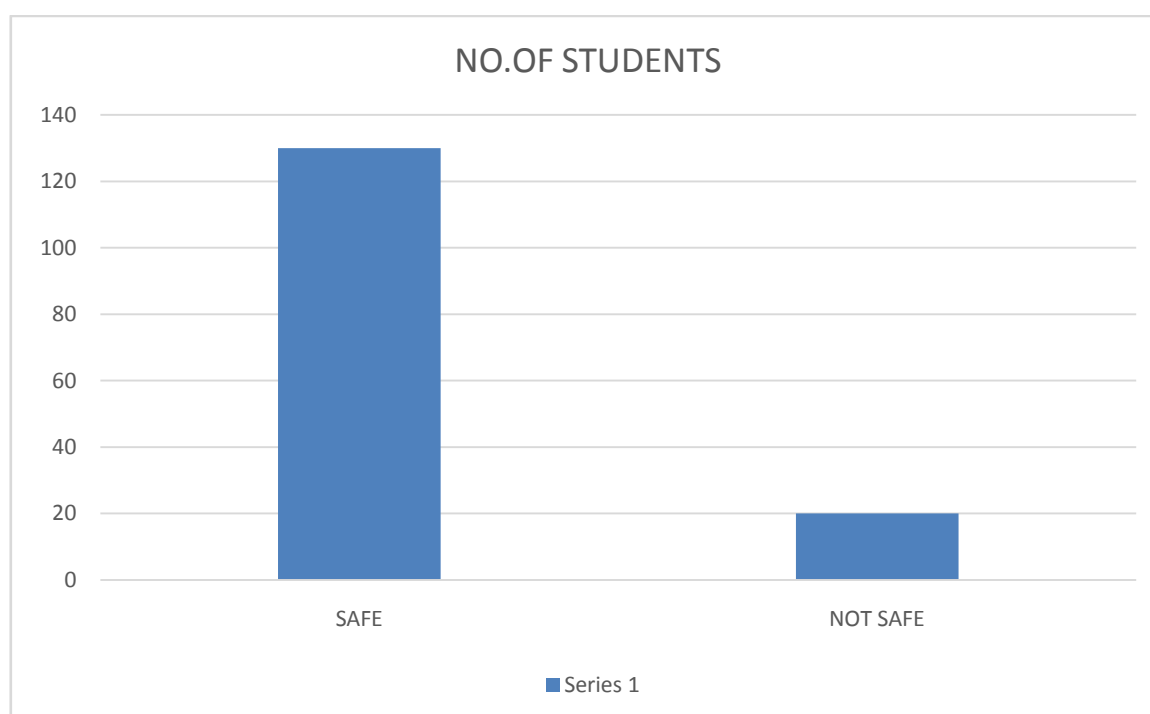
Majority 85% children responded that there are schools reopened around their surroundings.

TABLE 4.1.8: DID YOU FEEL THAT IT IS SAFE TO GO BACK SCHOOL?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	SAFE	130	86.66%
2	NOT SAFE	20	13.34%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.8: DID YOU FEEL THAT IT IS SAFE TO GO BACK SCHOOL?



INTERPRETATION

From the above table shown, 87% children responded that they feel safe to be in schools, 13% children do not feel safe to come schools.

INFERENCE

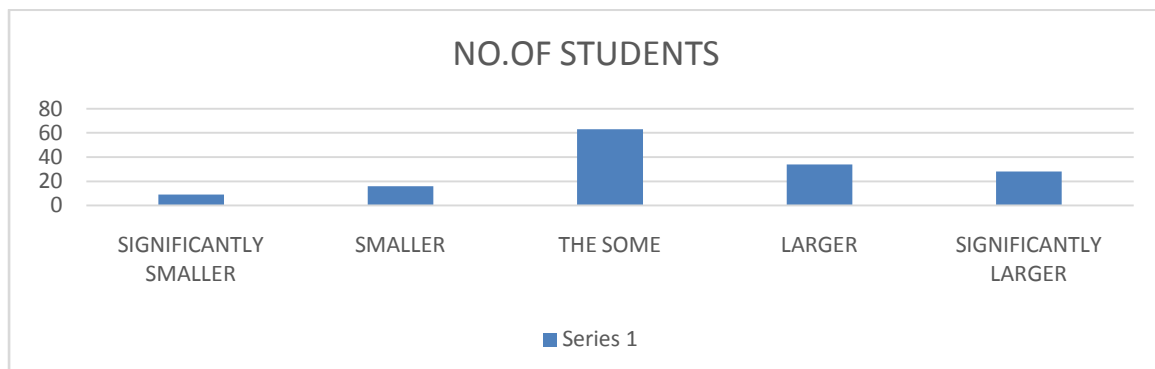
Majority 87% children responded that they feel safe to come to schools.

TABLE 4.1.9: STUDENTS SHARE ABOUT THEIR STUDY WORKLOAD

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	SIGNIFICANTLY SMALLER	9	6.00%
2	SMALLER	16	10.66%
3	THE SOME	63	42.00%
4	LARGER	34	22.66%
5	SIGNIFICANTLY LARGER	28	18.66%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.9: STUDENTS SHARE ABOUT THEIR STUDY WORKLOAD



INTERPRETATION

From the above table shown, 6% children responded that they have significantly smaller study workload, 10.66% replied they have smaller workload, 42% replied they have some workload, 22.66% replied that they have larger workload, 18.66% have significantly large workload.

INFERENCE

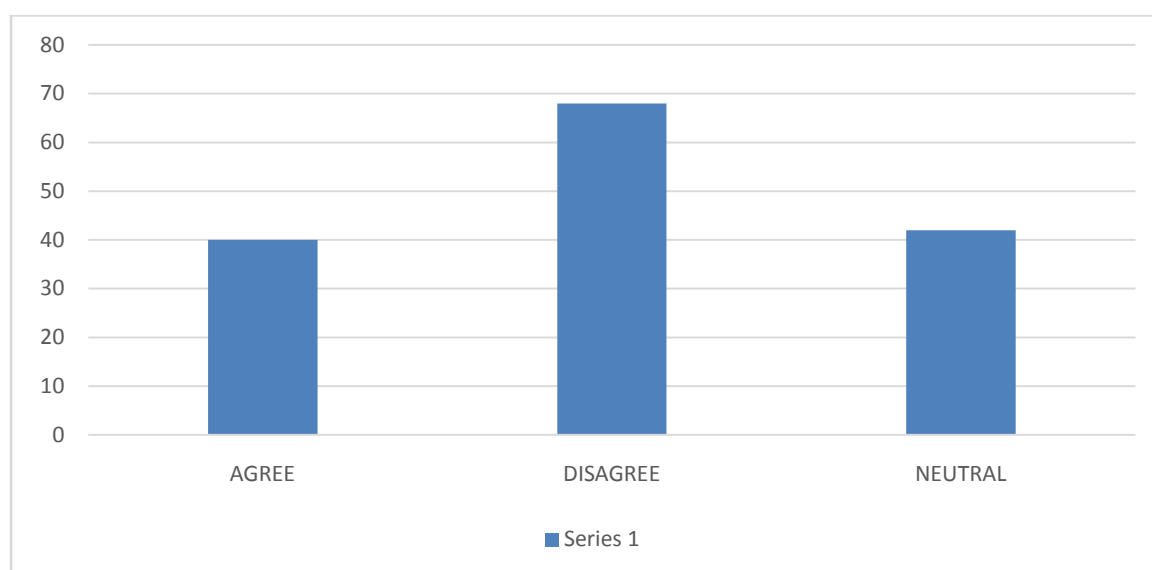
Majority 42% children responded that they have some study workload.

TABLE 4.1.10: Will the grading scales be changed pass / Fail due to this situation?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AGREE	40	26.66%
2	DISAGREE	68	45.33%
3	NEUTRAL	42	28.00%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.10: Will the grading scales be changed pass / Fail due to this situation?



INTERPRETATION

From the above table, 27% agree that grading scales can be changed due to this situation, 45% of the children disagree, 28% remained neutral.

INFERENCE

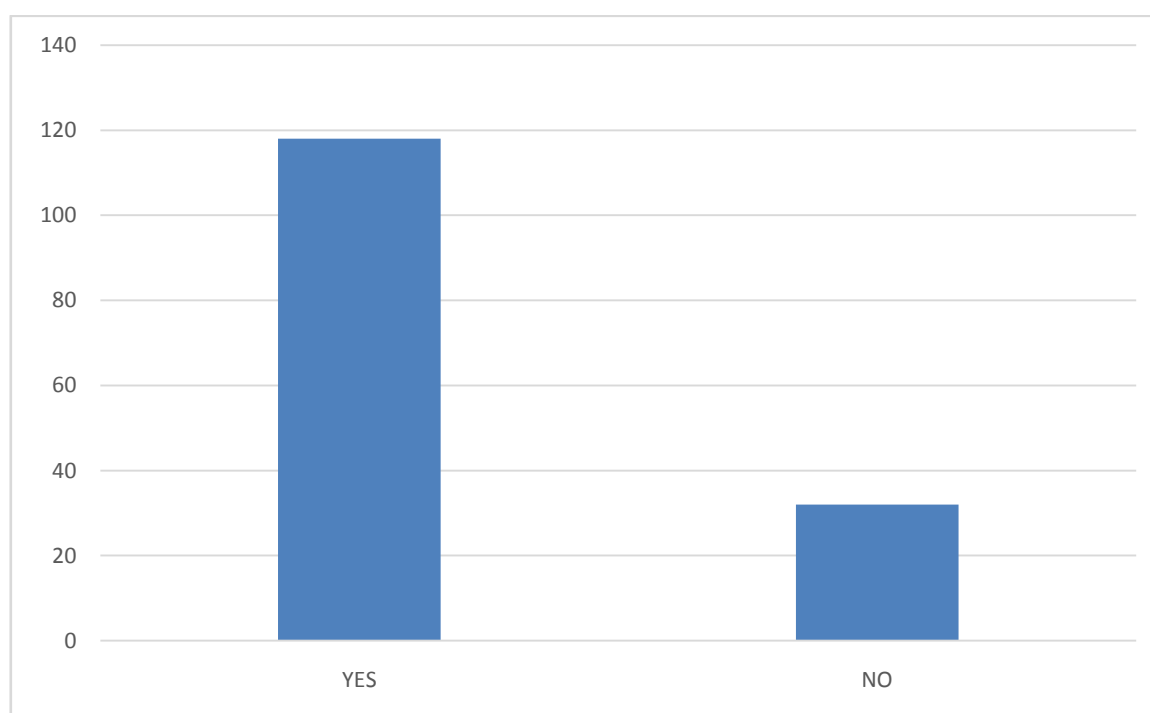
Majority (45%) of the respondents disagree.

TABLE 4.1.11: IS THERE IS A DIFFERENCE ON HOW COVID 19 AFFECT CHILDREN COMPARED TO ADULTS?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	YES	118	78.66%
2	NO	32	21.34%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.11: IS THERE IS A DIFFERENCE ON HOW COVID 19 AFFECT CHILDREN COMPARED TO ADULTS?



INTERPRETATION

From the above table, 79% agree that there is a difference on Covid 19 affect children compared to adults, 21% of disagrees.

INFERENCE

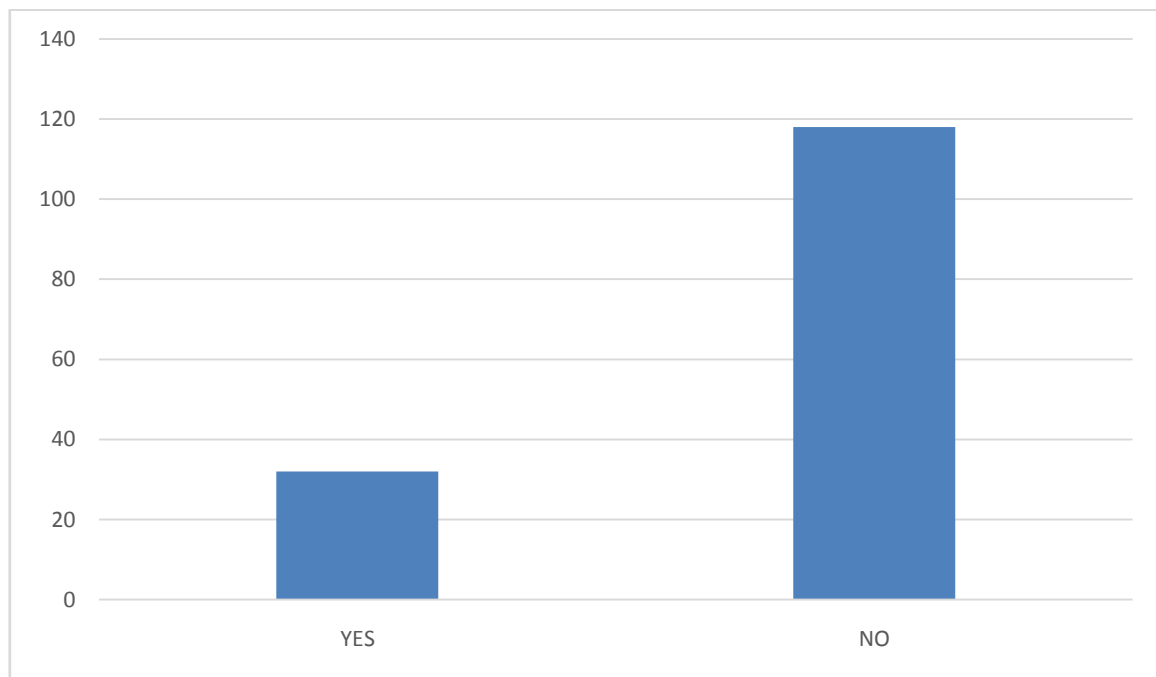
Majority (79%) of the respondents agree that there is a difference on covid-19 affect children compared to adults.

TABLE 4.1.12: DID YOU HAVE A SEPARATE ROOM FOR STUDY DURING LOCKDOWN?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	YES	32	21.34%
2	NO	118	78.66%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.12: DID YOU HAVE A SEPARATE ROOM FOR STUDY DURING LOCKDOWN?



INTERPRETATION

From the above table, 21% agree that they had a private room to study during lockdown, 79% of disagree.

INFERENCE

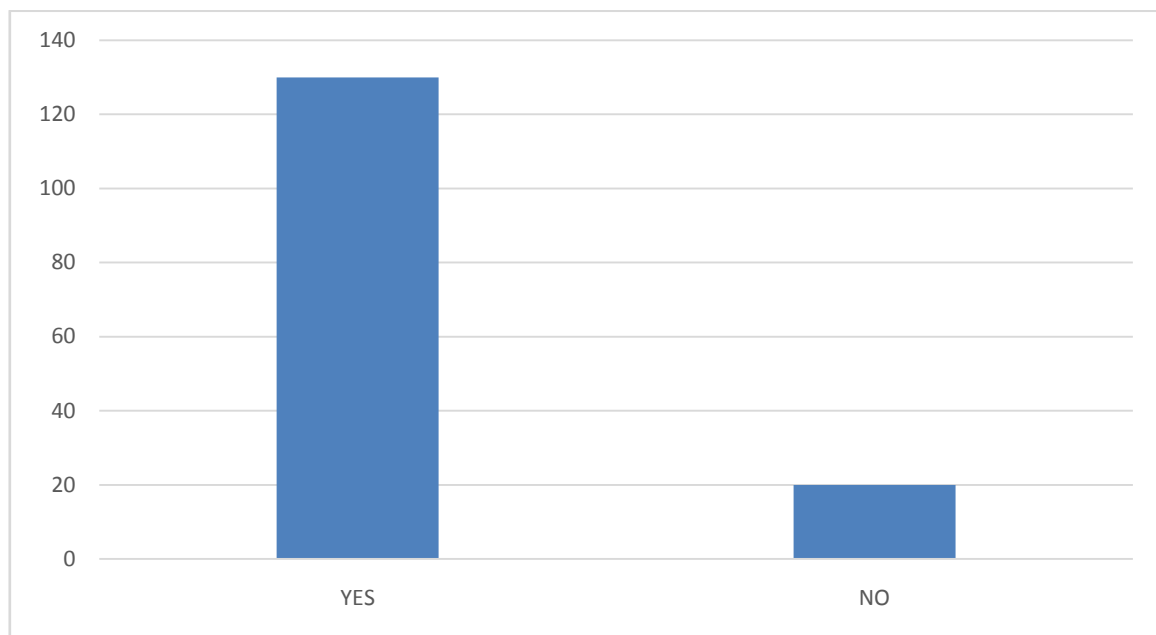
Majority (79%) of the respondents did not had a separate room to study during lockdown.

TABLE 4.1.13: DID YOU SPEND MOST TIME WITH YOUR FAMILY DURING LOCKDOWN?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AGREE	130	86.67%
2	DISAGREE	20	13.33%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.13: DID YOU SPEND MOST TIME WITH YOUR FAMILY DURING LOCKDOWN?



INTERPRETATION

From the above table, 87% agree that they had good time with their family during lockdown, 13% of disagree.

INFERENCE

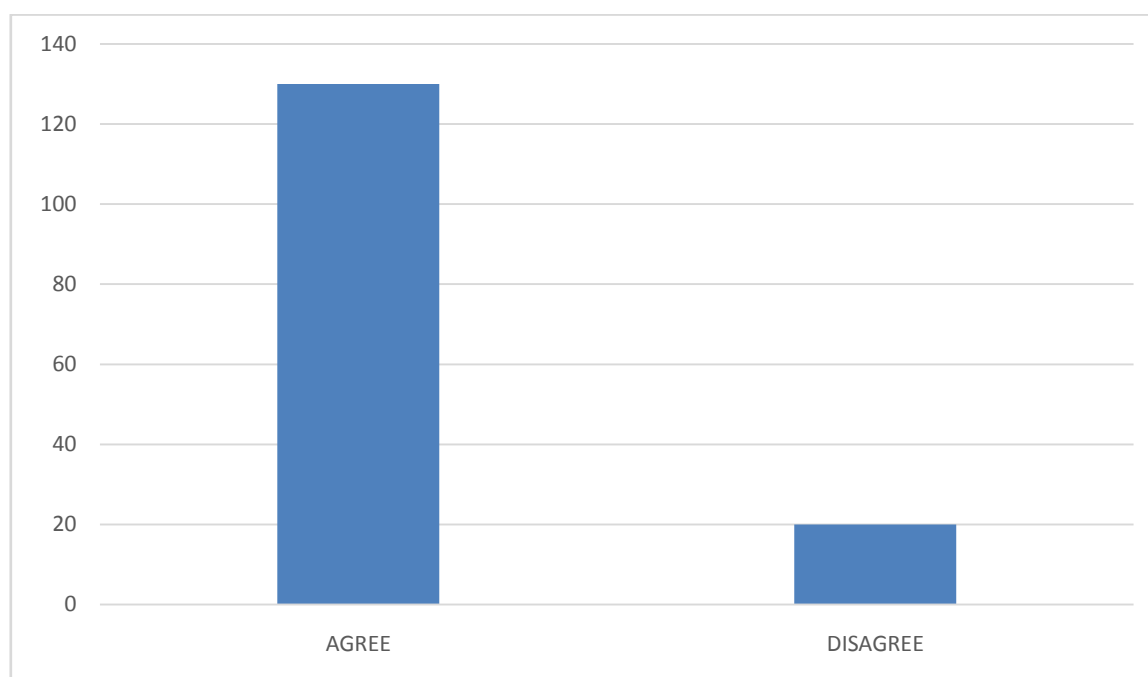
Majority (87%) of the respondents agree that they had good time with their family during lockdown.

TABLE 4.1.14: DO YOU AGREE THAT COVID-19 CAN SPREAD VIGOROUSLY IF WE REOPEN SCHOOLS?

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AGREE	130	86.67%
2	DISAGREE	20	13.33%
	TOTAL	150	100%

SOURCE: PRIMARY DATA

CHART 4.1.14: DO YOU AGREE THAT COVID-19 CAN SPREAD VIGOROUSLY IF WE REOPEN SCHOOLS?



INTERPRETATION

From the above table, 87% agree that this pandemic has caused many changes in human life, 13% of the people disagree.

INFERENCE

Majority (87%) of the respondents agree that this pandemic has caused many changes in human life.

CHAPTER 5

5.1 FINDINGS

- Majority 34.67% of respondents are the students studying at 12th standard.
- Majority 100% of respondents are aware of covid-19.
- Majority 100% of respondents agree that their lives have changed during lockdown.
- Majority 52% of respondents felt bored sometimes in studying in home.
- Majority 80% of respondents felt mentally depressed during lockdown.
- Majority 49% of respondents is neutral about their opinion on online classes.
- Majority 85% of respondents agree that there are schools reopened around their surroundings.
- Majority 87% of respondents agree that they feel safe to come to schools.
- Majority 42% of respondents says they had some study workload.
- Majority 45% of respondents disagree that grading scales can be changed due to this situation.
- Majority 79% of respondents agree that there is a difference on covid-19 affect children compared to adults.
- Majority 79% of respondents says they did not have a separate room to study during lockdown.
- Majority 87% of respondents agree that they had good time with their family during lockdown.
- Majority 87% of respondents agree that this pandemic has caused many changes in human life.

5.2 SUGGESTIONS

In the study area, respondents have pointed that both children and parents have experienced both physical and mental health issues. So, the government should take necessary steps to overcome this crisis. Schools and colleges must give some time for the students to be mentally stable to write the exams. Teachers must not rush the students to complete the syllabus.

6.1 CONCLUSIONS

In our opinion, the COVID-19 pandemic will have far-reaching, long-term impacts on children worldwide. Although some of these may be positive, we believe that the negative impacts will be devastating and could affect millions of children in some way. International healthcare organisations, children's welfare organisations and governments need to work together to minimise the impact the pandemic will have on children in the post COVID-19 era.

QUESTIONNAIRE

1. Name:_____
2. Which class are you or your children studying?_____
3. Is the children are aware of covid-19?
 - ☐ Agree
 - ☐ Disagree
4. Is this lockdown makes any changes in your life?
 - ☐ Yes
 - ☐ No

5. Did the children felt bored in studying home?
- ☐ Yes
 - ☐ Sometimes
 - ☐ No/ never
6. Did lockdown made any mental depression?
- ☐ Yes
 - ☐ No
7. Rate the Online classes
- ☐ Very Satisfied
 - ☐ Satisfied
 - ☐ Neutral
 - ☐ Not Satisfied
8. Is any Schools around you are reopened?
- ☐ Yes
 - ☐ No
9. Did you feel that is safe to go back School?
- ☐ Safe
 - ☐ Not Safe
10. Would you please share about your study workload?
- ☐ Smaller
 - ☐ Significantly Smaller
 - ☐ The some
 - ☐ Larger
 - ☐ Significantly Larger

11. Will the grading scales be changed to Pass/Fail due to this situation?

- ☐ Agree
- ☐ Disagree
- ☐ Neutral

12. Is there a difference on how covid-19 affects children compared to adults?

- ☐ Yes
- ☐ No

13. Did you have a separate room for study during lockdown?

- ☐ Yes
- ☐ No

14. Did you spent most time with your family during lockdown?

- ☐ Agree
- ☐ Disagree

15. Do you agree that covid-19 can spread vigorously if we reopen schools?

- ☐ Agree
- ☐ Disagree

REFERENCES

- Varsha. (2020). Parents from eight states moves Supreme Court seeking moratorium on school fees. B&B Associates LLP. Retrieved from <https://bnblegal.com/news/parents-from-eight-states-moves-supremecourt-seeking-moratorium-on-school-fees/>
- Yadav, A (2020, June 9). Delhi: More than 150 MCD schools teachers infected by coronavirus, 4 die on Covid duty. India Today. Retrieved from <https://www.indiatoday.in/india/story/delhi-more-than-150-mcdschools-teachers-infected-by-coronavirus-4-die-on-covid-duty-1687237-2020-06-09>

- Yadav, S. (2020, July 29). Lacking smart phones, Nuh goes for 'mohalla paathshala'. The Tribune. Retrieved from <https://www.tribuneindia.com/news/schools/lacking-smartphones-nuh-goes-for-mohallapaathshala-119574>
- . Lee J. Mental health effects of school closures during COVID-19 Lancet Child Adolescent Health. 2020;4(6):421.
- 2. Anderson JC, McGee R. Co-morbidity of depression in children and adolescents. In: Handbook of Depression in Children and Adolescents. Eds Reynolds
- WM Johnson HF, New York, Plenum, 1994; pp 581-601.
- 3. Lewinsohn PM, Clarke GN, Seeley JR, Rohde P. Major depression in community adolescents: Age at onset, episode duration and time to recurrence. J Am
- Acad Child Adolesc Psychiatry 1994; 33(6): 809-818.
- 4. Child Outcomes Research Consortium, United Kingdom
<https://www.corc.uk.net/outcome-experience-measures/mood-and-feelings-questionnaire/>
- 5. <https://www.eyepromise.com/wp-content/uploads/2019/05/Screentime-Recommendation-Chart-Final AAP-WHO.pdf>
- 6.
https://www.who.int/dietphysicalactivity/factsheet_young_people/en/#:~:text=Children%20and%20youth%20aged%205,physical%20activity%20should%20
- 7. Greg Clarke, Allison G. Harvey The complex role of sleep in adolescent depression Child AdolescPsychiatrClin N Am. 2012; 21(2): 385–400.

- 8. Goodman SH, Gotlib IH Risk for psychopathology in the children of depressed mothers: a developmental model for understanding mechanisms of transmission. Psychol Rev. 1999; 106(3):458-90 坎坎坎坎坎坎坎坎坎坎
- 9. Sheeber L, Sorensen E Family relationships of depressed adolescents: a multimethod assessment. J Clin Child Psychol. 1998 Oct; 27(3):268-77.
- 10. Van Lancker W, Parolin Z. COVID-19, school closures, and child poverty: a social crisis in the making. Lancet Public Health. 2020 May;5(5): e243-e244.
- 11. Cullen W, Gulati G, Kelly BD Mental health in the COVID-19 pandemic. QJM. 2020 May 1;113(5):311-312. 坎坎坎坎坎坎坎坎坎坎
- 12. 坎Duan L, Zhu G. Psychological interventions for people affected by the COVID-19 epidemic. Lancet Psychiatry 2020; 7(4):300–2
- 13. Rajmil L, de Sanmamed M-J, Choonara I, et al. Impact of the 2008 economic and 孃nancial Crisis on Child Health: A Systematic Review. IJERPH.2014;11(6):6528-6546
- 14. Clemens V, Deschamps P, Fegert JM et al. Potential effects of "social" distancing measures and school lockdown on child and adolescent mental health.Eur Child Adolesc Psychiatry 2020 Jun;29(6):739-742

BIBIOGRAPHY

- www.google.com
- <http://www.wikipedia.org/wiki/impactsofcovid-19onchildren>
- www.bing.com