



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01711.0

**AN ONLINE SURVEY ON COVID-19 PSYCHOLOGICAL STRESS OF
 EXAMINATION ON CBSE STUDENTS IN DELHI NCR**

Bharati Dubey*; Lakshmi Verma; Pushpa Devi*****

*Library Assistant,
 Department of Central Library,
 Amity University Haryana, INDIA
 Email id: bharatidubey1991@gmail.com

**Self Employed,
 MLIS, INDIA
 Email id: lakshmiverma01@gmail.com

***Self Employed,
 MLIS, INDIA
 Email id: sarojpushpa999@gmail.com

ABSTRACT

BACKGROUND- To evaluate the effect of lockdown between COVID-19 on higher secondary learners of Central Board Secondary Education school. Novel corona virus has inspired the whole world for a new change. We have been successful in taking our life ahead of offline by considering online as more safe. **AIM-**Its purpose is to make school students understand the loss and mental condition of education during the time of epidemic. **METHODOLOGY-** An online survey was conducted on 107students by a structural questionnaire link was sent to the students through WhatsApp by the help of relatives, neighbour, teachers using the 'Google Form' to the CBSE school of Delhi NCR. The quantitative and qualitative methods were applied on the process of data. **FINDINGS-** A total number of 107 students participate which concerning, 84.1%(90/107)have online classes during Covid-19. 29 %(31/107)only students like online class because of lockdown. 52.3% (56/107) participant were internet problem so they had disturbance. 32.7% (35/107) participant mentioned teachers not completed their syllabus.42 %(45/107)students not understood way of teaching because of online class.42%(45/107) participants mentioned their were no extra class to clear their doubts.39%(32/107)students were facing headache and other disease .44.9%(48/107)participant not concentrate online classes at

home. **CONCLUSION-** *The following lockdown has forced schools and colleges across India to be temporarily closed. Students are facing several problems related to depression anxiety, poor internet connectivity and adverse study environment at home. During this epidemic, students from remote areas and marginalized sections face huge challenges, mainly for study.*

KEYWORD: *Covid-19, Stress, Lockdown, School Students, Pandemic.*

INTRODUCTION

COVID-19 is the main disease caused by a new corona virus called SARS-CoV-2. World Health Organisation first learned of this new virus on 31 December 2019, in Wuhan, People's Republic of China. Corona virus disease (COVID-19) is an infectious disease. There is a catastrophic disaster that has spread all over the world at the speed of light. Public health tools have been implemented in almost every country to prevent the transmission of the disease.

According to Melinda Gates in an interview in September.

“This pandemic has magnified every existing inequality in our society – like systemic racism, gender inequality, and poverty,”

The COVID-19 disease has been considered a pandemic since 03 Jan 2020. As the World Health Organization reported, as on 5 May 2021, there have been 151,803,822 confirmed cases of COVID-19 globally, including 397,388 deaths and the pandemic continues to expand.

Where India is second largest infectious country in the South Asia. It has got a total population of 1.353 billion. But during corona the present situation of India logged a record 3,49,691 new corona virus infections in a day taking its total tally of corona virus cases to 1,69,60,172, while active cases crossed the 26-lakh mark, according to the UHM. Death rate day by day increased. The first case of COVID-19 infection reported in Kerala, India. On January 27, 2020, a 20 yr old female in Kerala, with a one-day history of dry cough and sore throat. That was the day and till date virus growth rapidly. In Delhi capital of India where first confirmed cases of COVID-19 on 2 March, 2020 when a 45 year old person from East Delhi, with a history of travel from Italy,

In India dated on 22-03-2020 government declared one day 'Janta Curfew' resulting in businesses being shut and transportation services being largely suspended across India.

It is first time for the world a virus can control human activity. Another step is Lockdown talking to control the virus spreading by the government. This has brought unprecedented challenges in India and education closures have revealed deep gaps in the overall approach to education. The Ministry of Home Affairs (MHA) has announced three successive lockdowns: March 25, April 15 and May 1.

UNEXPECTABLE LOCKDOWN IMPACT ON EDUCATION

Schools across India have been closed since March due to a nationwide lockdown implemented to prevent the spread of COVID-19. Due to the lockdown, schools had to adopt alternative methods, including online classes, to continue the teaching-learning process during an epidemic. Education is now increasingly revived and conducted through digital devices. It is important that we put our efforts and resources together to make distance education meaningful and effective for teachers and children in our country.

The national level board of education in India which is controlled and managed by Union Government of India is the Central Board of Secondary Education (CBSE) Approximately 21,271 schools in India and 220 schools in 28 foreign countries affiliated to the CBSE. From the year of 1962, as on year 2019. Total 2, 25,80,213 students and 8,77,856 teacher in CBSE school . In which 2,196,792(9.7%) students appeared for class 12 boards and 2,159,865(9.6%) appeared for class 10 board examinations conducted by the CBSE in 2020.

To avoid the spread of pandemic COVID-19, the Government of India has taken several precautionary measures. The Government of India initiated a nationwide lockdown of all educational institutions on 16 March 2020 .The Central Board of Secondary Education (CBSE) postponed all examinations of secondary and higher secondary schools across India on March 18, 2020. Due to covid-19 our schooling system has being very impactful. Students get psychological pressure under the last year online classes and infectious environment. Students not received proper ventilation to survive and improve their physical situation.

As per UNICEF estimates, over 25 crores Indian children have been negatively impacted by the closure of schools. A UNESCO report finds that the pandemic has further widened the existing inequality in the education sector across the world .To begin with, India had adopted a mix of TV, radio, social media and online classes for students in the past year.

This was the first time in Indian history that online education was allowed by the government. As the government and education bodies tried to promote the online education system in the COVID position, the conduct to opt for online education was not a simple task for teachers and students in India. COVID has played a good and bad role for the Indian education system for its development as well as its downfall.

Academic Year 2019-2020 to 2020-2021, 2 year passing out situation more worst due to spreading novel corona virus. School closures not only affect students, teachers and families, But it has far-reaching economic and social consequences. School closures in response to the epidemic have highlighted various social and economic issues including student debt, digital education, food insecurity and homelessness, as well as access to childcare, health care, housing, the Internet, and disability services. This effect was more severe for underprivileged children and their families, leading to disrupted tuition, compromised nutrition, childcare problems, and as a result economic costs to families who could not work.

On the day 06-06-2020 CBSE chairman Manoj Ahuja was released for schools the cut-off syllabus to manage academic session and loss of classroom time due to Covid. In view of lockdown situation, the CBSE board took the decision to finish the pending board exam of March in the first two weeks of July from 1 to 15. And those under Children with Special Needs (CWSN) students were given the exception in this exam of the Rights of Persons with Disabilities Act, 2016.

The day was 25-06-2020 A few sections of parents and students were demanded cancelled of the Board examinations scheduled to be held in July in light of the COVID-19 pandemic. In wake of the corona virus outbreak, students associated with the CBSE Board and their parents had appealed to the Supreme Court to cancel the pending CBSE exams 2020.In the end, the CBSE board had to cancel the 10th and 12th examinations. And students were promoted. Now students will have to take the same online classes in front of students.

The academic year 2020-2021 lockdown caused students to complete their studies from the online class. During online class, students of CBSE faced a lot of problems. Schools were closed from March to reduce the spread of the virus in India. However, some states decided to discontinue these due to the increasing number of infections. In view of the outbreak of COVID-19 in the country, the course was also shortened. Seeing improvement in the situation, the government decided to take the offline examination. The guidelines stated that "Schools will be allowed to conduct a practical / project / internal assessment of the tenth and twelfth standard from March 1, 2021, the last date for conducting the same examination of the same classes. "The board had decided to promote the students till 9th.

Preparations were made by CBSE to finish the 10th and 12th board exams from May 4 to June 10. The result of which was to come by July 15. Students' ability to learn is greatly influenced by their inter and behaviour, as it is by their academic skills. In a classroom environment, teachers can employ exercises to manage students' daily behaviour. But many parents and guardians may find behaviour management challenging when adjusting for virtual or at home education. This can be particularly difficult as many children deal with emotional challenges - such as increased anxiety or stress - as a result of the COVID-19 epidemic.

This survey first sets out what we know about the pre-existing mental health/wellbeing of school students in Delhi (NCR) (prior to the Covid-19 pandemic) with a strong focus on risk and protective factors, including what we know about CBSE students and examination anxiety/stress. Psychological science offers valuable insights and tips that parents and guidance can use to improve behaviour management while navigating virtual and at-home learning. Secondly this paper outlines the risks to mental health/wellbeing of the Covid-19 pandemic, including additional risks to student mental health that are emerging as a result of the pandemic, and the necessary public health measures that have been put in place.

Thirdly mentioned in this paper how students took only online class not clear perception from their disciplines. Based on the prior data, a set of recommendations are presented for consideration, cancelled CBSE 10th board examination and 12th exam postponed for the 2021.

DISTRACTION OF ONLINE LEARNING

The first aspect is that scholars do now no longer have any revel in of on line class. There are limitless distractions whilst getting to know at home. Because of the lockdown, college students and own circle of relatives were running for the complete paintings in the house, because of which college students aren't interested by their studies. For youngsters and children with intellectual fitness needs, such closures suggest a loss of get right of entry to to the sources they generally have via schools.

EFFECT ON PRACTICAL ONLINE LEARNING CLASSES AMONG STUDENTS

With the lockdown applied globally, and face-to-face coaching banes, the manner maximum faculty coaching is disrupted. Technology can efficiently update many kinds of lectures room experience. Flipped and combined mastering modes are properly installed as coaching approaches, and permit Zoom, Google Meet, Vibex and Microsoft Teams to educate duly powerful faces to take vicinity in stay lectures and tutorials. Development of digital mastering environments (VLEs) inclusive of Canvas, Blackboard, projector lets in for provision of mastering content material and evasion.

NCERT survey on college students, maximum of the stakeholders said that arithmetic as a topic changed into hard to research via online medium. "Since arithmetic has many standards that require trainer interaction, regular support, tracking and those elements lack a web mode of coaching. "Beyond arithmetic, technology has been recognized as a challenge as it carries many standards and realistic experiments which can handiest be executed with inside the laboratory beneath neath the supervision of a trainer. Some stakeholders additionally determined social technology as a hard difficulty to recognize via online classes, " the survey said Board Examinations in the Covid-19 environment

Due to way of life changes on this pandemic no. of college students having vulnerable concentration, focus, and interest that too a barrier to benefit most introduced content material affecting each academic & realistic professionals learning. A sample of have a look at adjustments at each area beginning making notes, normal studying habit, working towards session, instrumental research, face-to-face doubt clearance until as much as want of instructional surroundings due to the fact more than one research display that maximum of the scholars do not have their private area at domestic that's been wanted for that specialize in researches. Smart gadget with complete learning.

Covid has shoved the Indian education system towards digitalization, which is impossible to reach online world for education without digital devices. If we see the ration of Indian education bodies like school / collage / university, then none of them was not cognizant with the online education system. From this lockdown situation, students still prefer offline classes on online classrooms. As per National Council of Educational Research and Training (NCERT) survey at least 27% of students do not have access to smart phones, laptops for online classes. This report also mentioned that teachers are not very familiar with digital electronic devices for teaching students without any impediment students studying in government schools have lower family income and few knowledge uses to technology than students studying in private schools in India. This is a major issue for promoting online education in India.

ONLINE PLATFORM FORM NCERT TO ENCOURAGE STUDENTS

- NCERT tries to more attractive online learning in this epidemic situation for that different type of Quiz play, skill development, training programme introduced by help of Government. The NCERT an online program is inaugurated named '**Kala Utsav**' under one Bharat Shrestha Bharat Yojana to promote skill development for students at secondary education level, involving students of class 9th and 10th from date 11-22 Jan 2021.
- NCERT has announced the first of its kind online training program is "**Action Research in Educational Technology**". According to the NCERT, it has been developed to help teacher educators conduct "action research" to address their educational problems. This course for government and non-government organization with minimum charges and including internal staff of NCERT.
- Also NCERT start e-learning programme was sought Expressions of Interest (EoI) to select agencies to provide digital content for DIKSHA, TV channels, radio etc. under the PM e VIDYA program.

PSYCHOLOGICAL IMPACT IN COVID-19 ON STUDENTS

A number of dwelling institutions are emerging universal for children being laid off as a result of the novel corona virus 2019 (COVID-19) pandemic. Public health measures, including the closure of all schools, and more recently were taken as a response to the Covid-19 epidemic in India (2020). Mainly the need to stay at home has resulted in additional challenges for all, and some for others. These include adjusting to the challenge of being with the whole family for a large part of the day in one place, while maintaining normal daily activities (work for parents and children and youth) in the context of a restriction on movement is restrictions on support and use of social networks. Many parents have become jobless. In addition, some families have family members who have become ill with the virus and are self-isolating at home, where possible; some are already recovering from the virus while some are already bereaved.

Emotional responses to high-stakes exams are well-documented, with students who feel untrained, unsure of their potential, or feel they have experienced their best feelings, soreness, or depression have done not made for. Those family members die as a result of this epidemic will experience loss and mourning, which may increase due to restrictions placed on presence at the funeral. The psychological effects of quarantine can be widespread, substantial, and long-lasting, with the effect being detected for months and in some cases in the years following the incident. Decomposition of both economic and psycho-social resources can affect an individual's ability to imitate, especially in situations of socio-economic persistence. Loss of loved ones or loss of personal safety, or risk, increases the risk of experiencing trauma. If the sheer physical, social and psychological demands of the situation become overwhelming, it can become more severe.

REVIEW OF LITERATURE

Covid-19 among Chinese nationals. Similarly, another research on Chinese nationals found psychological distress such as stress, anxiety, and depression quite common and hence, alarming (Qiu et al. 2020). Evidently, people's mental health was badly affected during pandemics such as SARS. For example, Leung et al. (2003) found that his respondents reported experiencing anxiety during SARS. Moreover, stress, depression, and anxiety were also found to be common among people during SARS (McAlonan et al. 2007), however, these were significantly higher for the high-risk population such as health workers. In yet another research, Hawryluck et al. (2004) found that people who were quarantined during SARS reported a high level of psychological distress. Clearly, being social is a human tendency that facilitates social interaction, and thus, when our movements are curtailed, psychological distress results (Usher et al. 2020). Van Bortel et al. (2016), and Kumar and Nayar (2020) have suggested that issues of mental health should be considered and also addressed as anxiety, stress, fear, trauma, helplessness and other psychological issues are experienced during a pandemic

Covid-19, commonly known as the novel Corona-virus is believed to have originated from a wet market in Wuhan, China, and has spread all over the world, resulting in a large number of hospitalizations and deaths (Wang et al. 2020). As of April 18, there were approximately 23,00,000 cases reported from across the globe (Worldometers 2020). Presently, with no medicine or vaccine available for Covid-19 (Sanders et al. 2020) the situation has turned worrisome. More than a third of the world's population has been put under lockdown with restricted movements to contain the widespread of the virus (Kaplan et al. 2020). People have been strictly advised to maintain social distance, wear a mask, and sanitize their hands frequently

(Cheng et al. 2020). India is no different from rest of the world, when it comes to the lockdown (Sahu et al. 2020). For Indians, challenges in the medical sector, further deepens the worries (Chetterje 2020) that heighten psychological distress.

In times of an epidemic, people tend to experience fear of getting infected with the virus/disease resulting in anxiety, stress, and depression, etc. (Hall et al. 2008). Stress can be explained as a feeling of emotional and physical tension which arises from any event that threatens our homeostasis (Selye 1956). On the other hand, the fear of the unknown is termed as anxiety, that is the body's natural response to stress (Holland 2018). Depression is viewed as a state of disinterest in daily activities. It is surmised that people facing a pandemic with no vaccination would result in fear of the unknown (in this case, the coronavirus) making them anxious, stressed and depressed. Keeping in mind the concerns regarding psychological distress raised around the globe, Xiang et al. (2020) have argued for a timely action on mental health during the Covid-19 pandemic. Furthermore, the World Health Organization (WHO 2020) has also issued public interest guidelines to address psychological issues that may arise. What is alarming is the heightened fear related to the coronavirus culminating in people committing suicides (Goyal et al. 2020; Mamun and Griffiths 2020). A study by Wang et al. (2020) reported severe psychological distress (anxiety, stress, and depression) during

To the best of our knowledge, distress experienced (depression, anxiety and stress) by people during COVID-19 has not been explored altogether so far in India. Thus, the present research is an attempt to fill this gap so that effective mental health management can be planned by practitioners and policymakers.

METHODOLOGY

A survey invitation was sent to the students who are enrolled in CBSE school in Delhi NCR by free Google Forms through WhatsApp messenger by the help of communicate relatives, neighbours and teachers. At the time of data collection, all students in this study stayed in his family's homes with his family members. In our sample, there are secondary and higher secondary CBSE schools based on students.

Participation in the survey was voluntary and the students agreed to receive it before the start of the survey. Participants were assured about of their responses. The research tools used in this study include basic demographics; Gender, age, name, current mode of study (virtual or online), and student's living conditions, home environment. This question is in English language. It was sent to 150 students. But only 107 students gave their response. This online survey was started on 7 April 2021 and the response continued till 20 May 2021. In which some students have shared of their personal information incorrectly.

This Survey (2020) Most of the questions based on higher education - what did student life look like during the COVID-19 epidemic. Our survey questions were partially adjusted and supplemented with selected elements to help researchers understand some additional personal and financial circumstances as well as support measures and perceptions of behaviour change in detail. Students' answers were analysed based on an online survey. Which was shown through the Table and Pie chart .

Mixed method was used for this research project Mixed Method Design A mixed method design will be used for this research project. One method did not provide a complete answer to the

research questions. The research was based numerical driven project. Based on which the data is analysed.

DATA ANALYSIS

A total of 107 responses were received in this study. After data cleaning the demographic characteristics of the respondents are shown in Table.1. 107 the respondents answered the question about their gender. Most of them were female (58, i.e. 54.2%). Percentage of male students (49, i.e. 45.8%). 99 out of 107 students gave their age figures and 12 out of 99 students gave not accurate their age. Majority of this respondent are senior secondary students (67, i.e. 62.6%) and Higher secondary students (40, i.e. 37.4%). 99 students gave his state location but they also mention his current location due to lockdown situation they migrate their hometown.

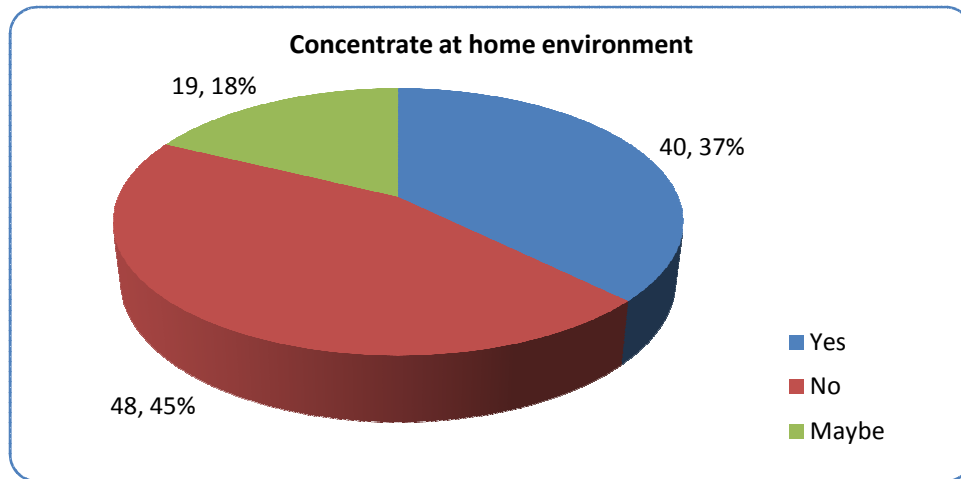
Online class new platform for teacher but students also. In sample (76/107 i.e.71%) students like offline mode class and (31/107 i.e.29%) like to online class in this pandemic situation. they more like to attend physical class room. In our sample (90 /107 i.e.84.1%) participant accepted for their online classes but (17/107 i.e.15.9%) participant not proper attend due to some reason. thereafter students daily basis 4hr to 8hr joined online class at their house environment.

TABLE 1. PARTICIPANTS' DEMOGRAPHIC CHARACTERISTICS.

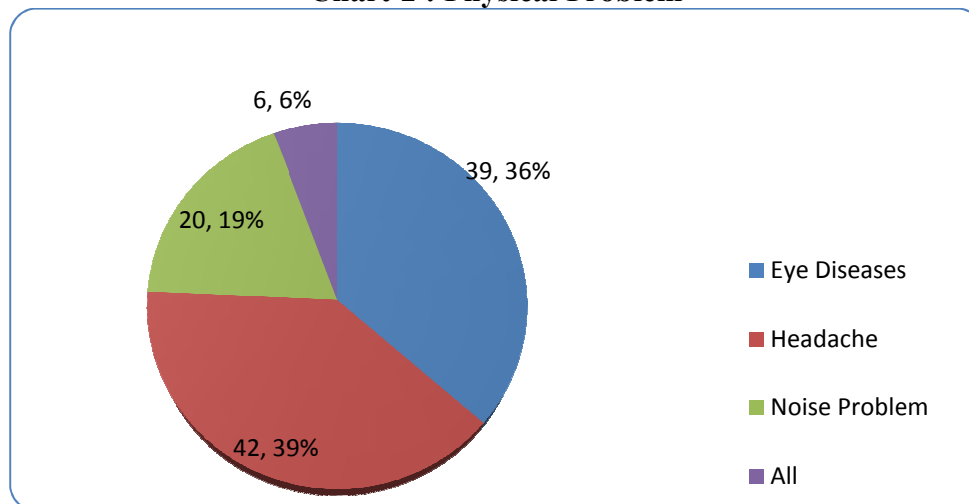
Characteristics	Participation	Percentage
Gender	49	45.8%
Male	58	54.2%
Female		
Academic Year	40	37.4%
Higher secondary	67	62.6%
Senior secondary		
Virtual learning	90	84.1%
Yes	17	15.9%
No		
Class mode like	31	29%
Online	76	71%
Offline		

DISTRESS WITH CONCENTRATION

The majority of participants (48/107,i.e. 44.9%) indicated difficulty in focusing on academic tasks due to various reasons Sources of Distraction . Almost half of them (40/107,i.e.37.4%)have no problem to study at home and rest of them(19/107 i.e. 17.8%) participants have similar for any situation.(Show Chart-1) Noted that they were more likely to be interrupted family members and household chores .

Chart-1: Concentrate at home environment

Other factors Lack of responsibility was affecting the concentration of student and social media, internet and video games Some said that online classes were subject to distraction due to lack of interaction and Pay attention to the computer/mobile screen for a long time. Most of students facing physical problem during online classes .As per sample headache (42/107 i.e. 39.3%), eye disease (39/107 i.e.36.4%), noise problem (20/107 i.e.18.7%) rest of received mixed of response . (Show Chart-2)

Chart-2 : Physical Problem

ANXIETY OVER ACADEMIC COMPILATION

It is a matter of great difficulty for the students who have joined the higher class in this lockdown, in which the teacher has also found a new challenge in explaining the new syllabus by online mode. In which more participants have described the syllabus as complete (72/107 i.e.67.3%) and the rest as incomplete (35/107 i.e.32.7%). majority of participant mentioned how much difficulty facing by the internet (56/107 i.e.52.3%), some have gadget problem like (mobile, Laptop, desktop) (35/107 i.e.32.7%),rest of suffering from financial problem(16/107,

i.e.15%). Through this survey, it was also found that more schools did not provide any extra classes to clear the doubt (45/107,i.e.42.1%), while some students said yes (44/107,i.e.41.1%) or some students did not know. whether or not this happened (18/107, i.e.16.1%).(Show Table. 2)

TABLE-2 RESULTS OF ACADEMIC ANXIETY

Characteristics	Participant	Percentage
Finished syllabus by online		
Yes	72	67.3%
No	35	32.7%
Problem facing by		
Internet	56	52.3%
Gadget (Mobile, Laptop)	35	32.7%
Financial	16	15%
Extra classes		
No	45	42.1%
Yes	44	41.1%
Maybe	18	16.8%

CHALLENGING EXAMINATION BY THE CONCERNER

Given the situation, teachers encouraged students to spend more time reading and preparation for exam (62/107, i.e. 57.9%), as stated by the participant. Some students answered occasionally (30/107, i.e.28%). Other students answered negatively (15.107, i.e. 14%).

During the online classes, the students got a new experience on the class assessment. The students felt more positive towards the online exam, while few students liked it less. When the participants were asked about the final exam, they responded very mixed. Where students are upset for offline education, they are liking the online exam (56/107 i.e.52.3%). In this scary condition, they are readying themselves for the remaining exam. (Show Table. 3)

TABLE-3 CHALLENGING EXAMINATION

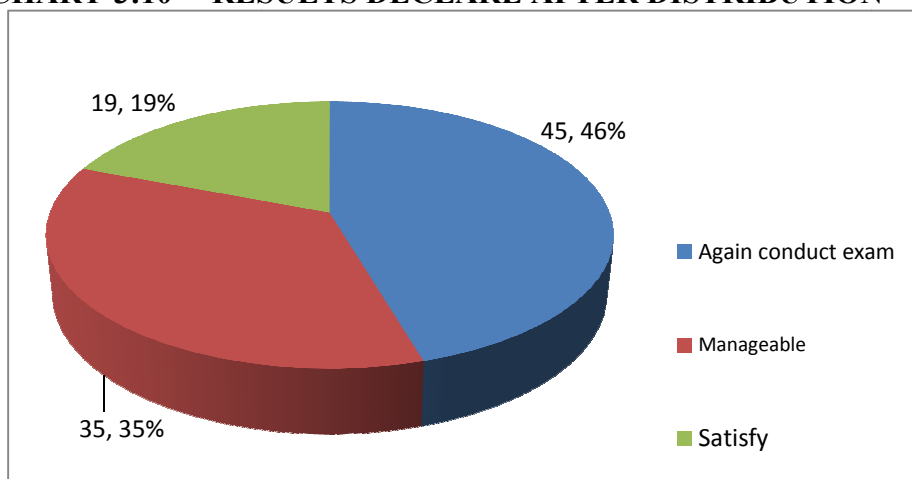
Characteristics	Participant	Percentage
Encouraged by teacher		
Yes	62	57.9%
No	15	14%
Sometimes	30	28%
Like the exam mode		
Online	56	52.3%
Offline	51	47.7%

STRESS BETWEEN CANCELLATION AND POSTPONED EXAM

According to the sample, fear, confusion, stress are more common among students. But some students, who have already done their preparation, have no problem with the exam. In this survey about 10th class students the desire to retake the test is expressed if the preferred percentage (45/99, i.e. 45.5%) is not found. Some students have declared the results of the board acceptable

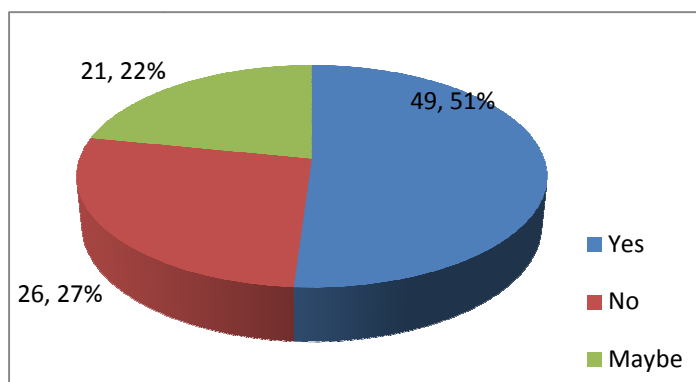
(35/99,i.e.35.4%) and some have also expressed satisfaction (19/99,i.e.19.2%)level by given the marks by school. (Show Chart-3)

CHART-3:10TH RESULTS DECLARE AFTER DISTRIBUTION



As per the decision of 12th board postponed taken by the CBSE, more students expressed their interest to attend the exam (49/96 i.e.51%). (26/96 i.e.27.1%) participant of the survey who are not interested to attend exam at this pandemic situation because of family problem. And (21/96 i.e. 21.9%) participant has not express their thinking. (Show Chart.4)

CHART-4: 12TH EXAM BASED DISTRIBUTION



FINDINGS

School students comprise a population that is considered particularly sensitive to mental health concerns. The conclusion this study focuses on epidemic-related effects. Transition on mental health and well-being of this specific population. Our findings suggest a considerable negative effect COVID19 epidemic on various educational-, health-and lifestyle-related consequences. Based on the online survey, it was found that 10th and 12th students faced many stressors. Concerning, 84.1%(90/107)have online classes during Covid-19. 29%(31/107)only students like online class because of lockdown.52.3%(56/107)participant were internet problem so they had disturbance.32.7%(35/107)participant mentioned teachers not completed their syllabus.42% (45/107) students not understood way of teaching because of online class. 42% (45/107)

participants mentioned their were no extra class to clear their doubts.39%(32/107)students were facing headache and other disease .44.9%(48/107)participant not concentrate online classes at home.10th class students who were participated in this survey they have like to again exam if percents has not as per their requirement45%(45/99).when asked 12th class students they are interested to attend board exam in pandemic situation.

SUGGESTIONS

Ways to improve your studies at home due to Covid-19:-

The way Corona has brought havoc in the country and children with elders are also locked in the house, so it seems that seeing the time has come to an end and the children do not know how long to teach this education. Nobody knows when this epidemic will end or when everything will become normal. But until everything becomes normal, we all have to keep moving forward by taking precautionary steps.

In such a situation, children do not feel bored or lonely while doing the same work - and to increase their capacity with this, some suggestions for this are as follows: -

- **AVOID DISTRACTIONS:** - Excessive mobiles, laptops and internet USE cause batchiness and clumsiness in children. Therefore, use them only as and when needed. Close unnecessary USEs as well. Ensure a time of USE, so that children have a habit of working on time. After you finish the work, do an activity like FRESH to listen to yourself and children for a certain time like listening to music, dancing or whatever you like.
- **FOCUS:** - There is no justification for studying without doing any work or doing any work. If you finish a certain work in a given time, then you are the focus ... then | So whenever you or your child yourself. If you feel BORED or UNFOCUS, then take small brakes. Like a little ear-walk, stretch your body, get some SNACKS etc.
- **MAINTAIN YOUR PHYSICAL HEALTH:** - To keep yourself physically fit, do exercise like dance, yoga indoor sports etc. With this, you will be able to think up new ideas in mind.
- **MANAGE MENTAL HEALTH:** - Any person can easily achieve his goal while being more focused on physical and mental fit. Make sure to meditate yourself mentally.
- **KEEP YOUR SOCIAL CONNECTIONS:** - Social isolation leads to loneliness. So try to keep yourself connected to society. Just like you cannot go out somewhere, at a certain time, from your friends and other people of the society, from mobile and internet Try to join
- **COMPLETE YOUR WORK ON TIME:** - Make a habit of completing your work on time. Along with this, we always try to innovate in the work. This will enhance your thinking ability and develop.
- **BOOST YOUR STUDY SKILLS:** - Try to increase your study skills. To become a good student, remember to write things and keep making notes. This will increase your memory capacity.

CONCLUSION

This study concluded that online learning has a great impact on mental health of CBSE students and causing stress, depression and anxiety of various levels. The main source of stress for the students is covid 19 pandemic situation. Therefore, it is concluded that there was significant differences in the academic Performance, anxiety and study behaviour of students. Further researches are need to study the students cases and the learning styles. The overall performance of the student depends on his mental health. The exam was postponed due to the lockdown effect and the students are awaiting the actual exam date. In this context, many students are undergoing mental stress and the government is need to consider their mental health status.

In such a situation, it can be said that the government should focus on studying more and more students because this time will be gone, but their time will not come again. Understanding the mental condition of students is the responsibility of the government, schools and parents.

REFERENCE

1. Adom, Dickson., Chukwuere, Joshua and Osei, Mavis. (2020). '*Academic Stress among Faculty and Students in Higher Institute*'. *Social Science and Humanities*. https://www.researchgate.net/publication/342410787_Review_Academic_Stress_among_Faculty_and_Students_in_Higher_Institutions
2. AlAteeq, Deemah A., Aljhani, Sumayah and AlEesa, Dalal (2020). '*Perceived stress among students in virtual classrooms during the COVID-19 outbreak in KSA*'. *Journal of Taibah University Medical Sciences* <https://www.sciencedirect.com/science/article/pii/S1658361220301128>
3. Andrew, M.A., (2020). '*First confirmed case of COVID-19 infection in India: A case report*'. <https://www.ijmr.org.in/article.asp?issn=09715916;year=2020;volume=151;issue=5;spage=490;epage=492;aulast=Andrews>
4. Bangert ,K, Bates ,J.,and Beck, SBM. (2020). '*Remote practicals in the time of coronavirus, a multidisciplinary approach*'. IJMEE. <https://journals.sagepub.com/doi/full/10.1177/0306419020958100>
5. Barbee-Lee, Myrna. et.al (2021). '*School Nursing in a Pandemic Striving for Excellence in Santa Fe Public Schools*'. <https://pubmed.ncbi.nlm.nih.gov/33847191/>
6. Bilawar, Prakash Bhairu.(2020). '*Lockdown Period and Information Sources*'. Research Gate. IJERM https://www.researchgate.net/publication/342262153_Lockdown_Period_and_Information_Sources
7. Carneiro, Davide. et al. (2013) '*Studying Stress on e-Learning Users*'. https://link.springer.com/chapter/10.1007/978-3-642-40669-0_14
8. Chhetri, Bijoy. et al. (2021) '*Estimating the prevalence of stress among Indian students during the COVID-19 pandemic: A cross-sectional study from India*'. *Journal of Taibah University Medical Sciences*'. <https://www.sciencedirect.com/science/article/pii/S1658361221000032#!>

9. Coman, Claudiu. et al. (2020) '*Online Teaching and Learning in Higher Education during the Corona virus Pandemic :Students' Perspective*'.
https://scholar.google.co.in/scholar?q=Online+Teaching+and+Learning+in+Higher+Education+during+the+Coronavirus+Pandemic:+Students%E2%80%99+Perspective&hl=en&as_sdt=0&as_vis=1&oi=scholar
10. The New Indian Express. (2021) '*COVID-19: Containing impact of closure on education*'.
<https://www.newindianexpress.com/opinions/editorials/2021/apr/09/covid-19-containing-impact-of-school-closure-on-education-2287729.html>
11. Elmer, Timon., Mephram, Kieran and Stadtfeld, Christoph (2020). 'Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland'. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0236337>
12. Goothy, Sai Sailesh Kumar., Goothy, Srilatha., Choudhary, Anita (2020). '*COVID-19 lockdown impact on the mental health of students: need to start a mental health cell*'.
<https://medcraveonline.com/MOJAP/MOJAP-07-00289.pdf>
13. IJMR .(2021)' *Focussing on 'mental hygiene' along with 'hand hygiene' in the times of COVID-19*'. <http://www.ijmr.org.in>
14. Kumar, Sanjeev and Bhukar, J.P. (2012). '*Stress level and coping strategies of college students Stress level and coping strategies of college students*'. *Journal of Physical Education and Sports Management*.
<https://academicjournals.org/article/%20and%20Bhukar.pdf><https://academicjournals.org/article/%20and%20Bhukar.pdf>
15. Kvist, Ewalds, et al.(2012). '*Student nurses and the general population in Sweden: Trends in attitudes towards mental illness*'. <https://www.researchgate.net/publication/228099023>
16. Li, Xueyan. et al. (2021). '*COVID-19 Stress and Mental Health of Students in Locked-Down Colleges*' <https://www.mdpi.com/journal/ijerph>
17. Mental stress among college students on rise during Covid-19
<https://www.hindustantimes.com/jobs/mental-stress-among-college-students-on-rise-during-covid-19/story-a5VTbajoir72h5z6SqsGBP.html>
<https://www.sciencedirect.com/science/article/pii/S1658361220301128>
18. Mridul., Bisht et al. (2020).'*Online Classes during COVID-19 Pandemic: Anxiety, Stress & Depression among University Students*'.
<https://medicopublication.com/index.php/ijfmt/article/view/13394>
19. NPE.(2020) '*National Policy on Education*' (NPE) wikipedia
https://www.wikiwand.com/en/National_Policy_on_Education
20. Aggrawal,Bhoomika.(2020)'*NCERT Inaugurates Kala Utsav For Classes 9, 10 Students*'. NDTV education <https://www.ndtv.com/education/ncert-inaugurates-kala-utsav-for-classes-9-10-students>
21. Kalita, Vishal. (2020)' *NCERT Announces Online Course On Action Research in Educational Technology*', NDTV Educaion.

<https://www.ndtv.com/education/ncert-announces-online-course-on-action-research-in-educational-technology>

22. Raj, U. (2020). '*Indian Education System in Fight against COVID-19 Pandemic*'. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.3597340>

23. Rehman, Usama et.al.(2020) '*Depression, Anxiety and Stress Among Indians in Times of Covid-19 Lockdown*'. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7309680/>

24. Son, Changwon. (2020) '*Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study*'. <https://www.jmir.org/2020/9/e21279/>

25. Sundarasan, Sheela.,and Chinna, Karuthan. (2020) '*Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations*' www.mdpi.com/journal/ijerph

26. Talesra , Hemlata.(2020) '*Educational Responses to the Pandemic in India.ISEA ,Google Scholar*'

https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Educational+Responses+to+the+Pandemic+in+India.ISEA+&btnG

27. The Hindustan Times.(2021) '*At least 27% students do not have access to smartphones, laptops for online classes: NCERT survey*' <https://www.hindustantimes.com/education/at-least-27-students-do-not-have-access-to-smartphones-laptops-for-online-classesncertsurvey/storysp8nb0QZoBXXJ8ZsCLb3yJ.html>

28. The Hindu. (2020) '*Janata Curfew updates*'. <https://www.thehindu.com/news/national/janata-curfew-march-22liveupdates/article31133447.ece>

29. The National Educational Psychological Service (NEPS) .(2020) '*The Wellbeing and Mental Health of Young People in Ireland: Factors for Consideration for the Leaving Certificate Examination in the context of the Covid-19 Pandemic*' <https://www.education.ie/en/Learners/Information/StateExaminations/wellbeing-mental-health-young-people-leaving-cert-covid-19.pdf>

30. Vasudevan,Amit. et al .(2020) '*Lockdown: Towards a Safe and Practical Architecture for Security Applications on Commodity Platforms*' https://link.springer.com/chapter/10.1007/978-3-642-30921-2_3

31. World Health Organization.(2020) '*WHO Coronavirus Disease (COVID-19) Dashboard*'. <https://covid19.who.int/>