

Concluding Remarks

This section provides a summarization of minor discussions made in Strand-I and Strand-II of the study in respective articles. However, this note may provide analysis based on the themes and across stakeholders in both strands. The findings from both strands may lead us to common takeaways from the study.

From strands, I and III of the study, the stakeholders delineated that the life before COVID-19 was regular as they were in their routines, had their regular physical classes and were not very serious about Internal Assessment. The onset of COVID-19 changed their lives tremendously. Life got confined to homes and online education was the only solution to the problem. Initially, they enjoyed the classes as they would be with their family. Gradually, boredom set in because the students could not meet their peers, teachers, and others. Many narratives pointed to sharing of household chores and responsibilities at home. There was a division of work. In many families, there was fear of COVID-19 so much that it had started affecting their own lives. The role of social media in spreading fears, anxiety, misconceptions were tremendous. This was a common feature among all stakeholders across strands.

To maintain their mental well-being at home, stakeholders across strands have shared that they have engaged in physical activities at home such as yoga, meditation, eating a healthy diet and drinking regional kadhas to boost immunity. Insecurities related to the romantic side of life are also set in shared in two of the narratives. Online education became a compulsion instead of a choice. However, students and parents across strands shared that the satisfaction is quite low from online education. Even though teachers made a lot of effort, nothing can replace face-face learning.

The common thing that emerged from narratives of families that had suffered COVID-19 was that when it hit family members, it came in phases, which is a peculiar feature. This means that when one family member is at peak of the severity of COVID-19 then other family members are not at a severe phase thus, sparing them to take care of the ill member. Thus, work happens and turn-taking in responsibilities

happens. Thus, responsibilities are not just shared among parents but with siblings/ children too.

Educational Implications

From the study, we may take the following takeaways to reflect upon further:

- COVID-19 makes us reflect on changing our lifestyle to make our immunity stronger. Having sunlight to activate vitamin D in our bodies, eating nutritious and balanced meals becomes a necessity. It makes us reflect that our own needs are limited, but our unnecessary desires are limitless. For instance, instead of buying bread from outside, we may prepare it in our own homes. This is a moment or in fact, an opportunity for all of us to think to heal ourselves, our planet and make co-existing spaces with all the species around the world.
- This is a very important element of the study. Stakeholders in both strands repeatedly shared that to keep self-sane, yoga and meditation helped along with physical activities. This is an important element to fight COVID-19 as it keeps the mind and body ready to fight the disease effectively. Strengthening yoga and meditation-related exercise in schools and colleges make healthy citizens of the nation.
- Even though, dissatisfaction regarding online education could be sensed especially by students as they faced difficulty in submitting assignments and other challenges like a personal touch. It may be gathered that ICT has become an important element as it needs orientation and comfortability with teachers and students too.
- Many parents and families burnt out their savings and managing at home became difficult. Thus, having strong savings as a family has become a necessity.
- Talking to friends and relatives were also helpful in dealing with COVID-19 and other allied challenges at home. Talking to someone also helps in maintaining psychological well-being. Thus, many mental health helplines launched by the government are an arena that requires encouragement.
- It is difficult to help someone when one is feeling low. Making our students learn or

incorporating activities that can build strong emotional bonding and encourage prosocial behaviour in the school curriculum may help in combating stress.