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INDIA

Rest is not on the CV

Understanding Student Time Allocation, Career Pressure and Sleep Trade-Offs in Delhi-NCR Colleges

Primary Research Study



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FOREWORD





We wrote this foreword the way we live most of our weeks: between lectures, deadlines, and commitments, and usually later than planned.

In cities like Delhi-NCR, where life is fast-paced and competitive, that race begins in college. Students chase internships, lectures, live projects and society roles to fill a single page called the CV, and sleep becomes the easiest thing to give up. Finish an assignment? Sleep later. Make time for sports? Sleep less. Again and again, sleep is what gets sacrificed.

Sleep is the last thing students talk about these days. Not because it doesn't matter, but because spending time on sleep seems to make you look less ambitious. In a culture that rewards competition, students hide how much they value rest, and treat sleeplessness as a badge of honour. But sleep is the one thing the body needs most: it underpins cognition, mental health and physical fitness, and it is how the body resets.

The study looks closely at student life: their schedules, their priorities and how they think about sleep. Across our survey and conversations with students, alumni, parents, counsellors and society leaders, we found that the answer is not as simple as ambition versus rest. Career pressure matters, but so do deadlines, schedules, attendance rules and commutes.

This study brings those pieces together, not to tell students to sleep more, but to ask what happens when sleep is always the easiest thing to give up.

We are grateful to every respondent who trusted us with their experiences, to our research team for the time and care they brought to this project, and to GAEE India for giving us the opportunity to work on such an important subject.

We hope readers find this study useful.

Charu Anuraj & Aryan Agarwal
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We are particularly grateful to the society leaders, parent and counselling psychologist who contributed their perspectives to the qualitative component of the study. Their accounts helped us understand the institutional, social and personal factors that shape how students navigate competing demands on their time.

We also thank the students and members of college networks who helped circulate the survey and facilitate participant outreach. We are grateful to the GAEE India Union for providing the institutional platform and support that enabled this research initiative, and to the GAEE India research team for their contributions to the research process, including discussions around research design, data collection, qualitative work and review of the report.

Finally, we thank everyone who contributed their time, feedback and support during the development of this report. Any remaining errors, interpretations or omissions are the responsibility of the research team.

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ABSTRACT

Students in urban India divide a fixed week between academics, internships, societies, leisure and sleep, while the pressure to build a career profile keeps adding claims on that time. This study asks how far sleep absorbs that pressure among college students in Delhi-NCR, and to what extent sleep sacrifice is associated with discretionary career-driven choices rather than structural and institutional constraints. It combines a cross-sectional survey of 219 students (29 June–26 August 2026) with thirteen interviews and focus group discussions involving student groups from four disciplinary areas, society leaders, five alumni, two parents and a counsellor.

Sleep loss was common: 56% of respondents slept under seven hours on weekday nights, 42.5% sacrificed sleep "often" or "almost every day", and 83% reached seven hours or more at weekends. Stated and actual sacrifice diverged: students who named social life as what they give up most were as likely to sleep under seven hours (55%) as those who named sleep (63%). Sleep sacrifice was not explained by hours spent on academics, internships or societies, individually or combined, nor by internship status. It was higher among Humanities students (61% against 35% in Commerce/Economics) and in non-DU institutions (54% against 38%), and was positively associated with stimulant use. Half of the students reported lower productivity after short sleep, but frequent sacrificers reported smaller losses. Respondents' perceived drivers split between ambition and fear of missing out (50%), peer comparison (13%) and workload or institutional demands (37%).

Career and credential pressure appeared in eight of thirteen interview sources, alongside late-evening activities, clustered deadlines, attendance rules and commuting as structural pressures, and a minority of students who deliberately protect sleep.

The evidence shows that sleep is commonly what gives when time runs short, and that both structure and choice are involved, but the survey cannot apportion the two. Findings should be read in light of the convenience sample, summer fieldwork period and coarse self-reported measures.

Keywords: *time allocation, sleep, career signalling, internships, urban college students, Delhi-NCR*



INTRODUCTION

1.1 Time under scarcity

Every student operates under the same constraint: a week has 168 hours. How those hours are divided between academics, internships, student societies, leisure and rest is, in economic terms, an allocation decision under scarcity. Becker's (1965) theory of time allocation treats time as a resource that individuals invest across competing activities to maximise long-run utility. Applied to higher education, it implies that a student's academic, professional and social choices reflect a continuing trade-off between activities that each promise a return: a better grade, a stronger résumé, a wider network, or rest.

Signalling theory (Spence, 1973) provides one explanation for why these trade-offs may have intensified. Employers cannot observe ability or work-readiness directly, so students invest in visible credentials such as internships, certifications and society leadership. Field experiments find that internship experience raises interview invitations (Nunley et al., 2016; Baert et al., 2021), which strengthens the incentive to accumulate such signals alongside coursework. Students in our interviews described the same logic in their own words: at least one internship before placements was expected, and societies were valued as "leverage".

1.2 Sleep as the flexible margin

Sleep occupies a distinctive place in this trade-off. Although it is a biological requirement, it can function as a flexible item in a student's time budget: the hours cannot be moved to another day without cost, but they can be shortened without anyone noticing, and without a timetable or a supervisor asking for them back. Economists have long treated sleep as subject to choice and to the same constraints as other uses of time (Biddle & Hamermesh, 1990), and short sleep among students is linked to poorer learning, mood and academic outcomes (Hershner & Chervin, 2014). Yet most of this evidence is framed as a health or cognitive problem. Little of it asks what students are trading sleep for, and almost none concerns general undergraduates in metropolitan India.

Delhi-NCR is a sharp setting for the question. Long commutes, dense internship and coaching ecosystems, active student societies and a competitive graduate labour market converge to compress the time available for rest. The study covers colleges in Delhi, Gurgaon and Noida; as Section 4.1 shows, Delhi University (DU) colleges dominate the sample.

1.3 Research question

The study began with the hypothesis that career signalling and competitive pressure lead students to trade sleep for perceived productivity gains. Fieldwork pointed to a broader question, which guides the report:

To what extent does sleep absorb the pressure on students' time in Delhi-NCR colleges, and how far is sleep sacrifice associated with discretionary career-driven choices rather than with structural and institutional constraints?

Four sub-questions organise the findings:

1. **Prevalence.** How common is sleep loss, and how does students' stated sacrifice compare with how much they actually sleep?
2. **Drivers.** Who sacrifices sleep, and how do hours of academic, internship and extracurricular commitment, work status, stream, year and institution type relate to it? Do students attribute it to discretionary or to structural causes?
3. **Consequences and coping.** How do students describe the cost of short sleep, and how common is stimulant use as a response?
4. **Protection.** Who protects sleep, and how?



LITERATURE REVIEW

2.1 Time allocation and student time use

Economic approaches treat time allocation as an optimisation problem in which individuals divide limited time among activities to maximise lifetime utility (Becker, 1965). In higher education, students allocate time between study, work, extracurriculars, leisure and sleep, shaped by preferences but also by university policy, labour-market conditions and social expectations. Study time predicts academic success beyond prior ability (Stinebrickner & Stinebrickner, 2004), and study and lectures behave as complements in a learning production function (Bratti & Staffolani, 2002). Behavioural work adds that loss aversion, not only cost–benefit calculation, shapes these choices (Coffey et al., 2020), and that the composition of student time has shifted towards employment, extracurriculars and technology (McMurry et al., 2019).

Time management is one of the strongest behavioural predictors of academic achievement. Students who plan, prioritise and schedule their work tend to perform better and procrastinate less (Ahmad et al., 2019; El Menawy et al., 2025), and planning explains variation in cumulative GPA even after standardised test scores are taken into account (Britton & Tesser, 1991; Khanam et al., 2017). The evidence comes largely from specialised groups such as medical, dental, pharmacy and distance-learning students, and Indian studies suggest that many students rarely set daily goals or prepare schedules (Khanam et al., 2017). This literature treats time allocation as a skill to be learned. Our interviews suggest that for many students it is also a matter of fixed obligations set by others.

2.2 Careers, internships and the credential race

Human capital theory holds that investment in skills raises productivity and later earnings (Becker, 1964); signalling theory adds that credentials also convey otherwise unobservable ability (Spence, 1973). Internships serve both functions: they build work-relevant skills and signal readiness. The International Labour Organization treats internships as a pathway into the labour market (O'Higgins & Pinedo, 2018), and work during university is associated with a higher likelihood of employment and higher earnings (Uusitalo & Nurmi, 2006; Miralles-Quirs & Jerez-Barroso, 2018). Experimental evidence supports the signalling reading. A résumé audit found that internship experience raised the interview-request rate by about 14% (Nunley et al., 2016); a field experiment sending 1,248 résumés found a 12.6% higher probability of an interview invitation (Baert et al., 2021); and firms attach positive value to internships that resemble the job, especially occupation-specific ones (Jaeger et al., 2023).
The same body of work notes that these gains are paid for in time. A review of the student-work literature finds that intensive working schemes have an overall negative effect on educational outcomes, falling more on study engagement and educational choices than on graduation

(Neyt et al., 2019). In India, policy has moved in the same direction as the labour market: the UGC's guidelines allow institutions to embed a semester of apprenticeship or internship within an undergraduate degree without lengthening it, with the stated aim of improving the employability of general-stream students (UGC, 2021), and NEP 2020 treats apprenticeship as central to learning. For students, the cumulative effect is that internships are experienced less as a learning opportunity and more as a requirement for a competitive placement, layered over coursework, societies and volunteering. In this environment, career signals can take precedence over academic pursuits, club activities and personal well-being.

2.3 Sleep, learning and productivity

Adults are advised to sleep at least seven hours a night on a regular basis, with some evidence that longer sleep may be appropriate for young adults recovering from sleep debt (Watson et al., 2015). Sleep supports memory consolidation, attention, executive functioning and emotional regulation, and insufficient or poor-quality sleep is consistently associated with slower information processing, weaker working memory and poorer academic performance (Gardani et al., 2022; Weighall & Kellar, 2023). Reviews of college populations find that around half of students report daytime sleepiness and about seven in ten obtain insufficient sleep, with consequences that include lower grade point averages, a higher risk of academic failure and impaired mood (Hershner & Chervin, 2014). Objective monitoring over a semester suggests that sleep duration, quality and consistency together account for a substantial share of the variation in academic performance, and that sleep accumulated over the weeks of learning matters more than sleep just before examinations (Okano et al., 2019). Indian longitudinal evidence among medical students points the same way, with falling sleep accompanied by slower reaction times, weaker working memory and lower examination scores (Saroha et al., 2025). At the same time, the relationship is not simple: achievement may follow an inverted-U shape in sleep duration, the effect varies across subjects and is larger for lower-performing students, while socioeconomic and cultural factors remain important predictors of performance (Wang et al., 2025).

A smaller literature treats sleep as an economic decision. Biddle and Hamermesh (1990) showed that sleep responds to market work: each additional hour of paid work reduces sleep by roughly ten minutes, so the total time available for work and leisure is itself subject to choice. Gibson and Shrader (2018) estimate that an extra hour of average weekly sleep raises earnings by about 1.1% in the short run and 5% in the long run, which is consistent with sleep being a productive input. The picture is not one-sided. In a randomised trial in Chennai, increasing the sleep of low-income adults by about 27 minutes a night had no detectable effect on cognition, productivity or well-being, partly because their sleep was highly interrupted (Bessone et al., 2021). Carrell et al. (2011) show that sleep can be shaped by institutional timetables: starting the school day 50 minutes later at the US Air Force Academy raised student achievement by an amount comparable to a one-standard-deviation improvement in teacher quality. For students specifically, Trujillo and Iglesias (2010) apply an economic time-allocation framework to sleep among 88

undergraduates in Colombia. We found no study that places sleep inside the full set of competing academic, career and social demands facing general undergraduates in India.

2.4 Sleep, stress and well-being among Indian students

A systematic review of studies in India found that between a quarter and almost three-quarters of university students report poor sleep quality, and 17–44% report excessive daytime sleepiness (Dunn et al., 2022). In a comparison of Indian medical and non-medical undergraduates, poor sleep was more common among medical students (72.9%), and burnout was linked to poorer sleep quality (Shad et al., 2015). Stress and sleep move together: a meta-analysis of 34 studies of undergraduates found moderate associations between stress and poor sleep or insomnia (Gardani et al., 2022).
Stress and burnout are common but measured inconsistently; a systematic review of low- and middle-income countries estimates that nearly one in three university students experience burnout (Kaggwa et al., 2021). Academic workload, fear of failure, inadequate facilities and relationships with teachers recur as stressors (Banu et al., 2015), and students preparing for competitive examinations report heightened anxiety, depression and, in extreme cases, suicidal ideation (Chauhan, 2026; Rajesh et al., 2022; Srivastava et al., 2025). Humanities and social science students often report greater academic stress than students in science or management, while stress has also been observed among better-performing students and in earlier semesters, which challenges the assumption that stress is confined to students who are struggling (Banu et al., 2015). Most studies examine stress, burnout or exam anxiety separately, and the mechanisms through which they interact over time remain unclear.

2.5 Extracurricular activities and diminishing returns

Extracurricular activities are increasingly seen as integral to higher education: India's National Education Policy 2020 removes the distinction between curricular, co-curricular and extracurricular activity (Kulal et al., 2024). Indian studies of the NCC and NSS link participation to leadership, teamwork and civic responsibility (Kaur, 2025), and sports, debating and literary societies to better personality development and academic achievement (Singh, 2017), with family attitudes shaping the gains (Kumar & Arockiasamy, 2012). The relationship is not monotonic: moderate participation is associated with the greatest benefit, with diminishing returns beyond (Marsh & Kleitman, 2002), and time-diary evidence shows that excessive enrichment time displaces rest and unstructured time (Caetano et al., 2024). Few studies ask what students give up to sustain heavy participation. One exception is a conference abstract reporting that college students spending more than ten hours a week on extracurriculars were more likely to experience sleep deprivation and daytime sleepiness (Ohayon, 2008); it has not been peer reviewed and should be treated as suggestive only.

2.6 Digital life, busyness and the fear of missing out

Digital technology has transformed how students learn and spend leisure time. Nearly half of university students exceed recommended screen-time levels, with younger students using screens more (Kaewpradit et al., 2025), and screen use

has been associated with poorer sleep quality. Total screen time, however, shows limited association with mental health, academic performance or physical activity (Kaewpradit et al., 2025; Kumban et al., 2025). What appears to matter is how devices are used: multitasking between study and social media, late-night use and use during lectures are more damaging than hours alone, and students who regulate their digital behaviour report better concentration and well-being (Banerjee & Mete, 2025). Screen time is therefore best seen as a multidimensional construct, which makes our single weekly-hours item a coarse measure.

Two further ideas bear on the pressure students report. Busyness has become a status signal: experiments show that people who appear busy and short of leisure are inferred to be more competent, ambitious and in demand (Bellezza et al., 2017). A student who feels pressure to "appear busy" is thus responding to a real social incentive, not only to a workload. And the fear of missing out is a recognised motivational driver of social behaviour, particularly where social media broadcasts more options than anyone can pursue (Przybylski et al., 2013). Both help explain why discretionary reasons such as ambition and FOMO feature prominently when students explain their own sleep loss.

2.7 The urban setting and the commute

Urban environments shape how students allocate time between academics, commuting, societies, work and leisure. many city students travel long distances between dispersed activity spaces. Longer commutes are associated with lower academic performance through less study time and more fatigue (Burzacchi et al., 2024), with less participation in societies and events and a weaker sense of belonging (Mitra et al., 2018), and with higher stress and lower life satisfaction (Chatterjee et al., 2020). Residential location and housing affordability decide commute length, often forcing students to trade lower rent for longer travel (He et al., 2014), and students' routines revolve around recurring activity centres with distinct weekday and weekend patterns (Brands et al., 2014; Ma et al., 2022). Evidence on sleep is direct: analysis of the American Time Use Survey found that working and travelling time are among the strongest correlates of short sleep (Basner et al., 2007), and German panel data show that longer commutes are associated with less sleep on workweek nights but not at weekends (Pfeifer, 2018). If commuting takes sleep time in this way, it would matter greatly for students in Delhi-NCR; we did not measure it, and the interviews are the only evidence we have.

2.8 Research gap

Four gaps motivate the study. First, the strands above are studied largely in isolation; few studies examine how students trade off academics, internships, societies, commuting, digital life and sleep within one weekly budget. Second, the evidence is concentrated in North America and Europe or in specialised Indian groups (medical, pharmacy, distance-learning, NCC/NSS), with little on general undergraduates in metropolitan Delhi. Third, most work is outcome-oriented and cross-sectional, and says little about how one activity displaces another. Fourth, qualitative evidence on how students negotiate competing demands is scarce. The study addresses these gaps by combining a survey with interviews and focus groups from several stakeholder groups, and by treating sleep as the item on which the weekly allocation is settled.

METHODOLOGY

3.1 Design

The study used a convergent mixed-methods design. A cross-sectional online survey measured patterns and associations among sleep, time commitments and perceived pressure; semi-structured interviews and focus group discussions (FGDs) explored the reasons behind students' choices. The two strands were analysed separately and then integrated by theme (Section 4.7).

3.2 Survey

Instrument. The anonymous questionnaire (Appendix A) had 23 items and took about 5–7 minutes, administered through Google Forms to students currently studying in Delhi-NCR colleges. Items 1–8 collected profile data (age band, gender, year of study, DU status, hometown tier, drop year, stream, employment/internship status). Items 9–23 covered weekday and weekend sleep, sleep quality, frequency of sleep sacrifice, stimulant use to compensate for lost sleep, number of societies, banded weekly hours for extracurriculars, internship/work, academics and leisure screen time, the activity sacrificed most often, agreement with "I feel pressure to constantly appear 'busy' or 'productive' to my peers", whether the student would sleep more if there were no fear of falling behind, next-day productivity after sleeping under six hours, and the student's view of the biggest driver of students sacrificing sleep. The questionnaire measures academic, internship, extracurricular, leisure-screen and sleep time; commuting and social life are covered only in the interviews.

Sampling and fieldwork. Respondents were recruited by non-probability convenience sampling through college and society networks [team to confirm channels]. Responses were collected between 29 June and 26 August 2026; 185 of 219 arrived in July, so fieldwork largely coincided with the summer break. Reported academic and internship commitments may therefore not reflect a typical term-time week (Section 7). The gender item was not in the first version of the form and was added after fieldwork had begun, so respondents who completed the earlier version (by 14 July) have no gender answer. After cleaning, 219 valid responses were retained.

Variables and coding. Most items are ordered categories or hour bands, coded 1–5 in questionnaire order. Productivity (Q22) is coded 1 = much worse to 5 = much better, so higher values mean smaller productivity loss. For time-budget calculations, bands were converted to midpoints, with judgemental values for open-ended bands (Appendix F, with a sensitivity check). "High sleep sacrifice" means "often" or "almost every day"; "short weekday sleep" means under seven hours. The seven-hour benchmark follows the joint consensus statement of the American Academy of Sleep Medicine and Sleep Research Society for healthy adults (Watson et al., 2015). Because sleep need varies and the survey uses coarse bands, we report an "estimated shortfall relative to a seven-hour benchmark", not an individual sleep deficit. Q23 answers were

grouped as perceived discretionary drivers (personal ambition, FOMO), competitive drivers (peer comparison) and structural drivers (workload necessity, institutional culture). Free-text answers on society count were cleaned by rule (Appendix C), and nine disciplines with fewer than four respondents (n = 12) were combined as "Other streams".

Gender. Gender is available for the 85 respondents who completed the later version of the form (59 female, 24 male, 2 other). Because it is missing by design for 134 respondents (61%), and because a previous analysis filled the gaps with a k-nearest-neighbours model whose predictors overlap with the variables being tested, imputed gender is not used for any inferential result. Appendix C documents the decision.

3.3 Qualitative component

Thirteen sources contributed (Table M1): five alumni, four student FGDs, a society leaders' FGD, two parents and a counsellor. The two most recent interviews, with an engineering alumnus (2023 graduate) and a design alumna (2024 graduate), were conducted online on 11 and 8 August 2026. Because the science and liberal arts alumni graduated in 2026, their accounts are close to those of current students; they are counted but given less weight, and the retrospective evidence on working life comes mainly from the law, engineering and design alumni. The second parent interview was not available for coding in this version [team to add]. Interview and FGD guides explored how students balance academics, internships, societies and personal commitments, and what they give up. Participants are not named in this report. Notes and transcripts were read, and themes coded by one researcher using a theme × source matrix (Appendix G); a second-coder check against the transcripts is pending. We also include parents and a counsellor because their accounts are not filtered through a student's own framing.

3.4 Quantitative analysis

Analysis used Microsoft Excel for cleaning, descriptive statistics, derived measures and sensitivity checks, and R and Python for statistical tests and models. Associations between categorical variables were tested with chi-square tests, ordered outcomes were compared across groups with Kruskal–Wallis tests, and ordinal relationships were assessed with Spearman correlations. Multivariable analysis used ordinal logistic regression with Type-II likelihood-ratio tests and, for ease of interpretation, binary logistic regression on the high-sacrifice indicator, with Firth bias-reduced estimates as a check. The proportional-odds assumption was tested with a Brant test for each ordinal model and, where it failed, a binary re-specification was used (Appendix E). Because 47 bivariate tests were run, Holm and Benjamini–Hochberg adjustments are reported alongside raw p-values (Appendix D), and chi-square tests with many sparse cells are checked with permutation p-values. Group differences are reported as rates with 95% Wilson intervals, not as shares of sacrificers, and groups with fewer than 15 respondents are marked and not interpreted.

Table M1. Qualitative sources

Code	Source	Perspective
SciA	Science alumna, 2026 graduate (now a Master's student)	Recent graduate (given less weight): academic schedule, labs, societies and competitive exams (JAM, NET/JRF); sleep and weekend recovery
LawA	Law alumnus (five-year course, now working)	Looking back: priorities over the course, internships, transition to work
LAI	Liberal arts alumna, 2026 graduate	Recent graduate (given less weight): structured college routine versus an unstructured gap year
EngA	Engineering alumnus, 2023 graduate (product team, consumer tech); online, 11 Aug 2026	Day scholar with a long commute; 5–6 h sleep and 2–3 h in exam weeks; hostellers versus day scholars; routine and sleep at work; stimulants; reversible sleep loss
DesA	Design alumna, 2024 graduate (freelance character designer); online, 8 Aug 2026	Juries and one- to two-day assignments; 0–4 h sleep; group night work and energy drinks; competitions and career; day scholar; lasting health effects she attributes to her routine
EngF	Engineering and architecture FGD (several institutions)	Order of sacrifice, internships, society drop-off in later years
LAF	Liberal arts FGD	Different strategies for prioritising; institutional limits on choice; degree-status pressure
DesF	Design FGD	Jury periods, sleep cut to 0–3 hours, weekend recovery
EcoF	Economics/Commerce FGD	Societies as investment; uneven semester; commuting; sleep as preventive
Soc	Society leaders' FGD	Leadership workloads; conscious protection of sleep by some
Par1	Parent (daughter preparing for Chartered Accountancy)	Observed sleep and mood; family as support system; generational change
Par2	Second parent interview	To be coded; not available for this revision [team]
Cns	Counselling psychologist	Anxiety, help-seeking, internship pressure, institutional response

FINDINGS

4.1 The sample

The 219 respondents are young, mid-degree and concentrated in a few groups (Table 1). Half are aged 17–19 and 92% are aged 17–22; three-quarters are in the second or third undergraduate year. Commerce/Economics students make up 55% of the sample, nearly four times the next-largest stream (Humanities, 14%), and DU-affiliated colleges account for 73%. About four in five respondents belong to at least one society (mean 1.8, median 2). Gender is known for 85 respondents (59 female, 24 male, 2 other) because the item was added to the form after fieldwork began; no gender-based inference is made.

Table 1. Sample profile (N = 219)

Characteristic	n	%
Age		
17–19	110	50.20%
20–22	92	42.00%
23 and above	17	7.80%
Year of study		
1st year UG	23	10.50%
2nd year UG	73	33.30%
3rd year UG	100	45.70%
4th year UG	12	5.50%
Postgraduate	11	5.00%
Stream		
Commerce / Economics	120	54.80%
Humanities / Liberal Arts	31	14.20%
Science (non-engineering/medical)	23	10.50%
Business / Management	19	8.70%
Engineering	14	6.40%

Characteristic	n	%
Other (nine disciplines, n ≤ 3 each)	12	5.50%
Institution and background		
DU-affiliated	160	73.10%
Non-DU (Delhi-NCR)	59	26.90%
Hometown Tier 1 / Tier 2 / Tier 3	99 / 96 / 24	45.2% / 43.8% / 11.0%
Took one or more drop years	53	24.20%
Member of at least one society	174	79.50%
Employment / internship status		
Not employed	96	43.80%
Unpaid internship	58	26.50%
Paid internship	57	26.00%
Part-time job	8	3.70%
Gender (answered only)		
Female / Male / Other	59 / 24 / 2	69.4% / 28.2% / 2.4% of 85
Not reported	134	61.2% of 219

Source: survey. Percentages are of 219 unless stated.

Set against national enrolment (AISHE 2021–22), the sample over-represents Commerce (55% against about 13% of undergraduate enrolment) and under-represents Humanities/Arts (14% against 34%), Science and Engineering, and postgraduate students (5% against 12%); societies are also over-represented (Appendix F gives the comparison; Delhi-specific benchmarks are still to be added). Findings describe mid-degree, DU-centred, Commerce-heavy undergraduates, not Delhi-NCR students in general.

4.2 How much do students sleep, and how often do they sacrifice it?

Weekday sleep is short for most respondents (Figure 1). Only 44% sleep seven hours or more on weekday nights, against 83% at weekends. On midpoint estimates, students sleep about 6.25 hours on weekday nights and 7.52 hours at weekends, a catch-up of roughly 1.3 hours a night. Using a seven-hour-per-night benchmark, 57% fall below the benchmark on the reconstructed weekly schedule, with an estimated average shortfall of 2.7 hours per week. Sleep

sacrifice is routine: 42.5% sacrifice sleep for academic, internship or extracurricular commitments "often" or "almost every day", and only 14% "never" or "rarely".

Self-rated sleep quality is middling (43% "average"; 14% poor or very poor). Stimulants are used to compensate for lost sleep "often" or "daily" by 28% of students.

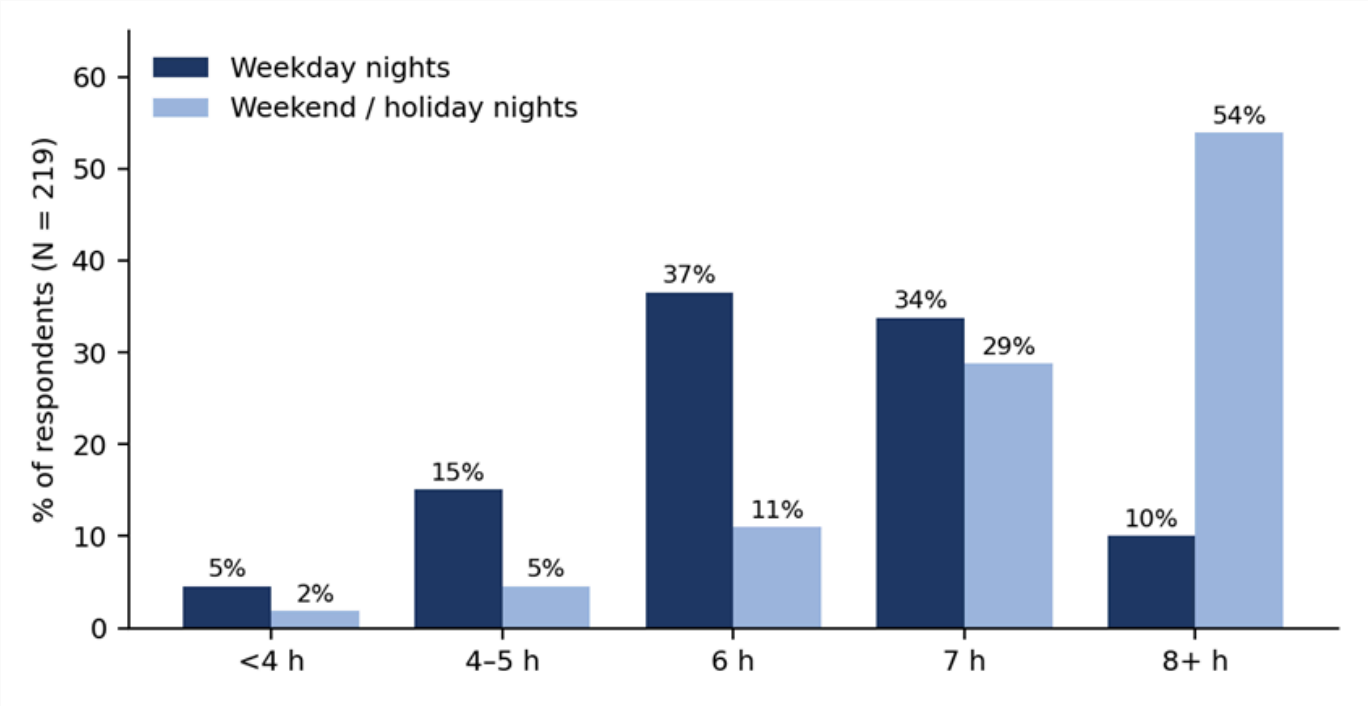


Figure 1. Weekday and weekend sleep (N = 219). *Source: survey Q9–Q10.*

Stated sacrifice is a poor guide to actual sleep

When asked what they sacrifice most when time is short, 42% named social life, 22% sleep, 17% societies or extracurriculars, 13% academics and 6% internship or work. At first sight this suggests that students protect their sleep. The sleep data do not support that reading (Figure 2). Among students who named social life, 55% slept under seven hours on weekdays, no different from the sample as a whole (56%) and close to students who named sleep (63%). Among students who said they sacrifice sleep "often" or "almost every day", 67% slept under seven hours. Sacrifice frequency is only weakly correlated with weekday sleep hours (Spearman $\rho = -0.20$, $p = 0.003$), and the most-sacrificed answer is statistically unrelated to weekday sleep band ($\chi^2 = 14.3$, df = 16, $p = 0.58$, with 52% sparse cells). Q18 forces a single "most sacrificed" choice and so does not capture simultaneous trade-offs across sleep, leisure and social life. The interviews show the same gap (Section 4.6); sleep loss is better measured by Q9 and Q12 than by Q18.



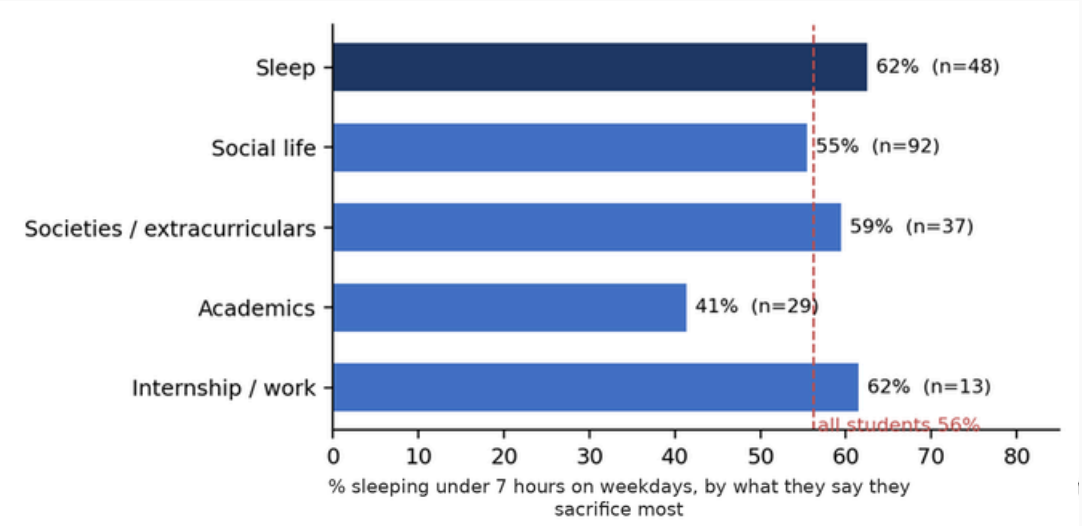


Figure 2. Share sleeping under seven hours on weekdays, by the activity students say they sacrifice most (N = 219). *Source: survey Q9, Q18.*

4.3 Who sacrifices sleep?

Reported sleep sacrifice was not significantly associated with the number of hours devoted to academic, internship or extracurricular commitments. It does differ by stream, college type and perhaps year, but not by internship status (Figure 3).

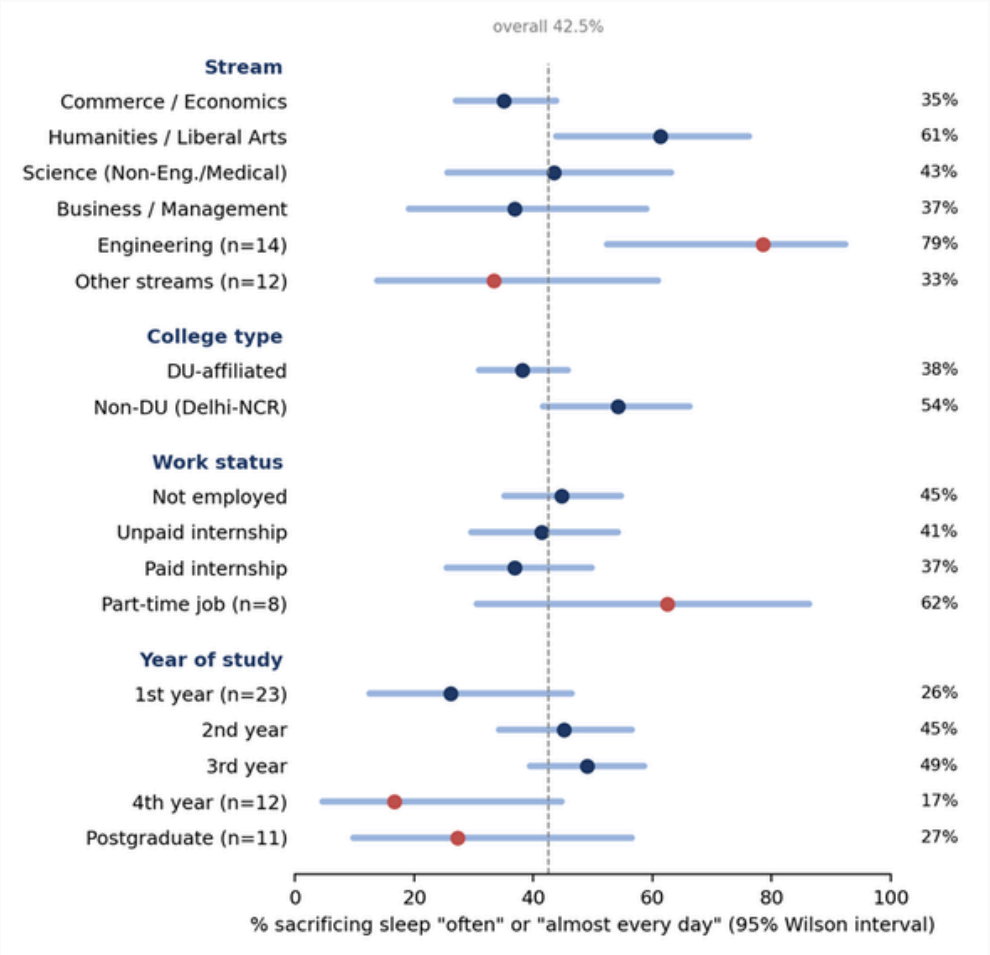


Figure 3. Share sacrificing sleep "often" or "almost every day", by group, with 95% Wilson intervals. Red markers: group n < 15, indicative only. Dashed line: overall rate. *Source: survey Q12.*

Hours of commitment do not predict sleep sacrifice

None of the hour measures is associated with sleep sacrifice: academic hours (ρ = −0.02), internship hours (ρ = 0.01) and extracurricular hours (ρ = 0.06) all have p > 0.35. Summing the three into a weekly load (band midpoints) also shows no association with sleep sacrifice (ρ = 0.04, (p = 0.59) or weekday sleep (ρ = −0.09, p = 0.19), and the result is unchanged under five alternative midpoint assumptions (Appendix F). The high-sacrifice rate by load tertile is non-monotonic (36%, 55% and 37%; Figure 4), and combined load is not significant in the adjusted model (Table 3). Either hours do not drive sleep loss in this sample, or banded self-reported hours are too coarse to detect it; the survey cannot distinguish the two.

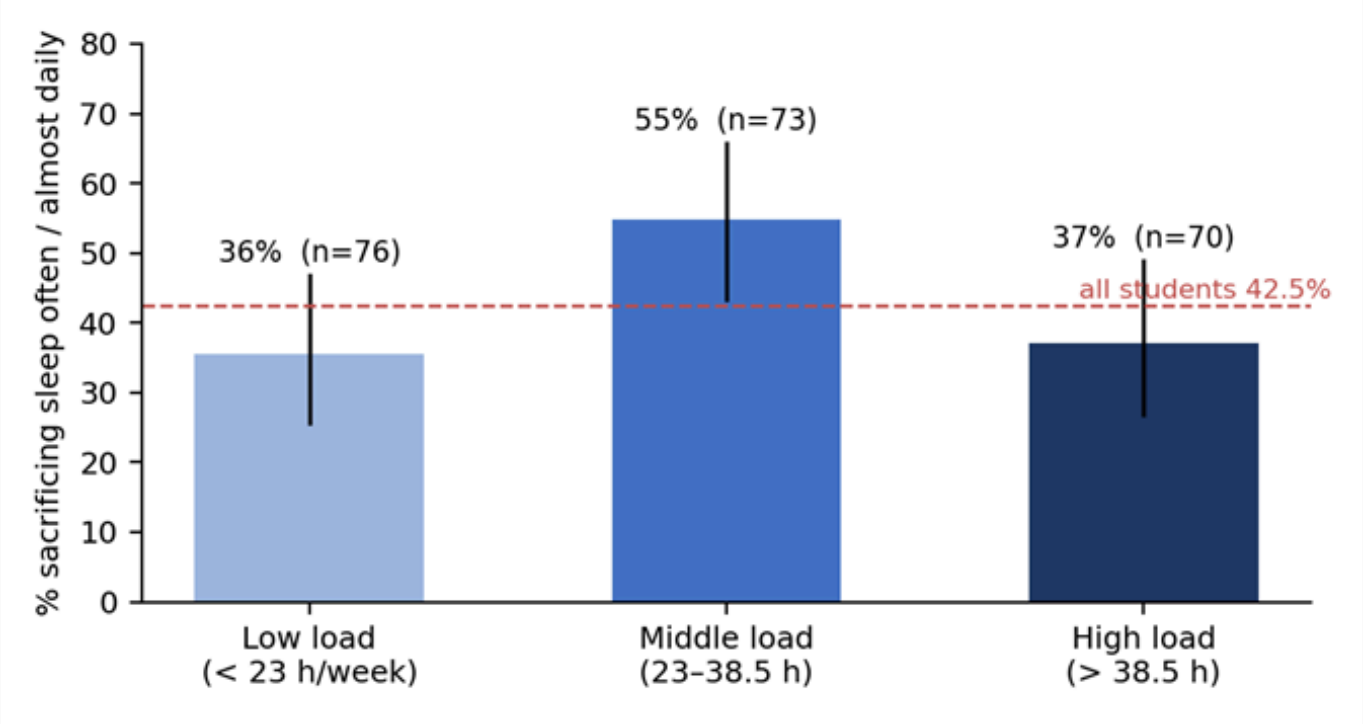


Figure 4. Share sacrificing sleep often or almost daily, by tertile of combined weekly load (academic + internship + extracurricular hours, band midpoints), with 95% Wilson intervals. *Source: survey Q12, Q15–Q17.*

Internship status: polarisation, not a shift

The strongest bivariate result in the earlier analysis was sleep sacrifice by work status (χ^2 = 36.0, df = 12, p < 0.001), read as evidence that work commitments raise sleep sacrifice. Table 2 shows that this is not what it reflects. Students with any internship or job are no more likely than non-employed students to sacrifice sleep often (41% against 45%; Fisher p = 0.58), and the ordinal comparison is null (Kruskal–Wallis p = 0.39). The chi-square statistic comes from the extremes: paid interns are over-represented both among students who "never" sacrifice sleep (9%) and among those who do so "almost every day" (14%), while not-employed students almost never choose either extreme. Half of the cells have expected counts below 5; the permutation p-value is 0.0015, but the pattern disappears in multivariable models (p = 0.33). It should be described as a more dispersed pattern among paid interns, not as evidence that internships cost sleep.

Table 2. Sleep sacrifice by work status

Work status	n	"Never"	"Almost every day"	Often or daily	Mean (1–5)
Not employed	96	0 (0%)	1 (1%)	43 (44.8%)	3.35
Unpaid internship	58	1 (2%)	2 (3%)	24 (41.4%)	3.21
Paid internship	57	5 (9%)	8 (14%)	21 (36.8%)	3.28
Part-time job (n < 15)	8	0	1	5 (62.5%)	3.75

Source: survey Q8, Q12. Mean = mean sleep-sacrifice score, 1 = never … 5 = almost every day.

Stream, institution type and year

Sleep sacrifice differs by stream (Kruskal–Wallis H = 12.4, p = 0.030). Humanities students (61%) and Engineering students (79%, n = 14) report the highest rates, against 35% in Commerce/Economics. Humanities remains higher in every adjusted model (odds ratio 2.7–3.3 against Commerce; Table 3). The Engineering result is fragile: 13 of the 14 engineering respondents attend non-DU institutions, and when college type is added to the ordinal model the stream effect weakens (p = 0.10) and the Engineering odds ratio falls from 6.1 (95% CI 1.9–19.4) to 3.0 (0.8–11.1).

Students at non-DU institutions are more likely to sacrifice sleep often (54% against 38%; χ^2 p = 0.032, Fisher p = 0.045) and sleep less on weekdays (mean 5.8 against 6.4 hours; 71% against 51% under seven hours). This gap was not tested in the earlier analysis. It remains in the adjusted model (odds ratio 3.6, 95% CI 1.5–8.7) and is consistent with the structural account, since non-DU colleges are largely in Gurgaon and Noida with longer commutes, but the survey has no commute item to test it. Year of study is suggestive but unstable: first-year students sacrifice less (26%) than second- and third-year students (45% and 49%), but the omnibus test is not significant (binary χ^2 p = 0.066; Kruskal–Wallis p = 0.059) and the ordinal p-value ranges from 0.02 to 0.21 across specifications (0.02 only when college type is added). The earlier claim that third-year students "sacrifice most" reflected their share of the sample (46%), not a higher rate.

Table 3. Adjusted odds of high sleep sacrifice (often or almost every day), binary logistic regression, n = 219

Predictor	Model A: OR (95% CI)	p	Model B: OR (95% CI)	p
Humanities vs Commerce	2.73 (1.20–6.20)	0.017	3.31 (1.35–8.08)	0.009
Other streams vs Commerce	1.13 (0.53–2.39)	0.756	1.19 (0.53–2.66)	0.681
Any internship/job vs none	0.81 (0.46–1.41)	0.446	0.76 (0.40–1.43)	0.388
Non-DU vs DU	1.97 (0.92–4.21)	0.08	3.63 (1.51–8.72)	0.004
2nd year vs 1st year	—	—	2.71 (0.87–8.45)	0.086

Predictor	Model A: OR (95% CI)	p	Model B: OR (95% CI)	p
3rd year vs 1st year	—	—	3.46 (1.12–10.64)	0.031
4th year/PG vs 1st year (n = 23)	—	—	0.35 (0.08–1.57)	0.17
Combined weekly load (per SD)	—	—	1.22 (0.88–1.68)	0.237

Dependent variable: sleep sacrifice often or almost every day (1) vs less often (0). Odds ratios above 1 mean higher odds of high sacrifice; all are adjusted for the other variables listed in the model. Reference groups: Commerce/Economics, not employed, DU, first year. Model A: stream (3 groups), work status, college type; Model B adds year of study and combined load. Likelihood-ratio p: Model A 0.024 (pseudo-R^2 0.04); Model B 0.0002 (pseudo-R^2 0.10). Firth estimates are almost identical. Gender excluded. Although the third-year coefficient is significant in Model B, the year effect is sensitive to specification and is not supported by the omnibus bivariate tests; it is therefore treated as suggestive, not conclusive. Source: survey; workbook sheet A7.

Because 47 bivariate tests were conducted, multiple-testing adjustments were applied. Thirteen tests had raw p-values below 0.05, against about 2.4 expected by chance, but only four survived Holm correction and eight survived Benjamini–Hochberg adjustment (Appendix D). The interpretation here therefore rests on associations that survive correction or are supported by consistent descriptive, multivariable and qualitative evidence. The peer-pressure × stream chi-square ($p = 0.045$) survives no correction and conflicts with the Kruskal–Wallis test on the same variables ($p = 0.78$), so it is not reported as a finding.

4.4 Consequences and coping

Stimulant use

Stimulant use tracks sleep sacrifice more closely than any other pair of substantive variables ($\rho = 0.29$; Figure 5). The association holds in an ordinal regression that also contains weekday sleep and leisure screen time (likelihood-ratio $\chi^2 = 21.2$, $p < 0.001$; about two-fold higher odds of more frequent stimulant use per step up the sacrifice scale, 95% CI 1.5–2.7). Two cautions apply. Q13 asks about stimulants used "to compensate for lost sleep", so some association is built into the wording; and the cross-section cannot establish direction, since stimulants may be a response to sleep debt or a contributor to it. Experimental and review evidence on caffeine and sleep is consistent with the second possibility (Clark & Landolt, 2017; Gardiner et al., 2023). The earlier statement that "78–79% of students who sacrifice sleep use stimulants" set the bar at "rarely or more", which is a very low one.

Perceived productivity after short sleep

This item measures respondents' perceptions of a hypothetical comparison, not observed productivity, and should not be read as evidence of an effect of sleep on productivity. Half of the students (51%) report lower next-day productivity on days when they sleep under six hours (7% "much worse", 43% "somewhat worse"); 35% report no difference and 15% report better productivity. Responses differ by stream (Kruskal–Wallis $H = 20.1$, $p = 0.001$; it survives Benjamini–Hochberg correction, with a Holm-adjusted p of 0.051). Business/Management and Science students report the smallest penalties (mean 3.2 and 3.0 on a 1–5 scale where 5 is "much better"), and Commerce/Economics and Other the

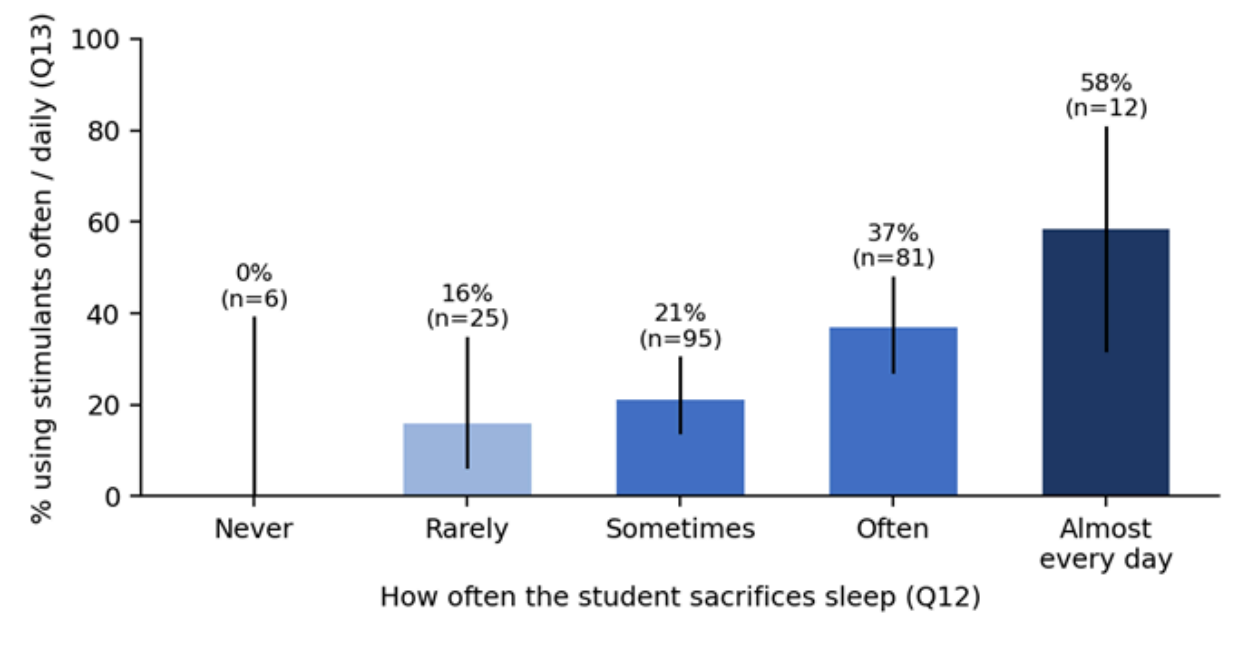


Figure 5. Share using stimulants "often" or "daily" by frequency of sleep sacrifice, with 95% Wilson intervals (Never n = 6). Source: survey Q12–Q13.

largest (2.5 and 2.1) (Figure 6). In the ordinal model the odds of reporting a smaller penalty are 4.2 times higher for Business/Management (95% CI 1.6–10.7) and 3.5 times higher for Science (1.5–8.1) than for Commerce. A binary check agrees: against Commerce, the odds of reporting any loss are 0.25 (0.08–0.76) for Business/Management, 0.37 (0.14–0.94) for Science and 0.40 (0.17–0.92) for Humanities. The proportional-odds assumption holds for the Business and Science contrasts but not for Engineering (Brant $p < 0.001$; Appendix E), so the Engineering coefficient (n = 14) is not interpreted. The earlier analysis read these ratios in the opposite direction, as a lower tolerance for sleep loss; the coding shows that they are not.

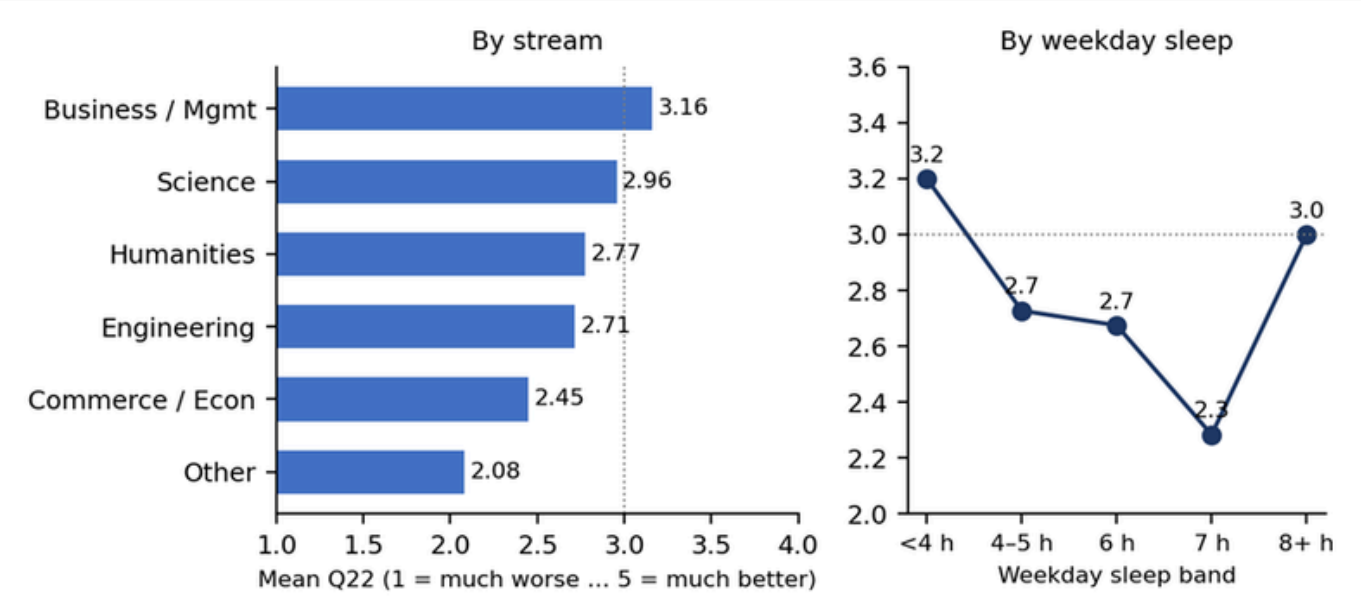


Figure 6. Mean next-day productivity after sleeping under six hours (1 = much worse ... 5 = much better), by stream and weekday sleep band. *Source: survey Q22.* **Dotted line: "no difference".**

The relationship with sleep itself is not a simple dose–response: students who sleep least on weekdays report the smallest penalty, and a quadratic term improves model fit (AIC 570.96 to 567.08; p = 0.016). This pattern should be treated cautiously because the outcome is self-reported, the sleep measure is banded and the cross-sectional design cannot distinguish adaptation from selection. The interviews add something the item cannot capture: participants described a cumulative cost, with concentration and the ability to complete assignments deteriorating after one to one-and-a-half weeks of short sleep (Section 4.6). A one-day comparison and a two-week decline are different things.

4.5 Pressure and perceived drivers

A third of students (35.6%) agree or strongly agree that they feel pressure to appear busy or productive to their peers, 32.9% disagree and 31.5% are neutral.

More pressure goes with more frequent sleep sacrifice (ρ = 0.18; it survives Benjamini–Hochberg correction but not Holm). Willingness to sleep more if there were no fear of falling behind is split: 36.5% would, 37.9% would not, and 25.6% are unsure. Those who feel more peer pressure are more willing to sleep more (ρ = 0.34), but Q21 is conditional on peer fear and so should correlate by construction. A composite "competitive pressure index" built from sleep sacrifice, peer pressure and willingness to sleep more did not hold together (Cronbach's α = 0.48) and is not used (Appendix E).

Asked for the biggest driver of students sacrificing sleep, respondents chose personal ambition or career goals (30.6%), genuine workload necessity (26.5%), fear of missing out (19.6%), peer comparison (12.8%) and institutional culture (10.5%) (Figure 7). Grouped, half of the answers point to perceived discretionary drivers (ambition, FOMO), 13% to competitive drivers (peer comparison) and 37% to structural drivers (workload necessity,

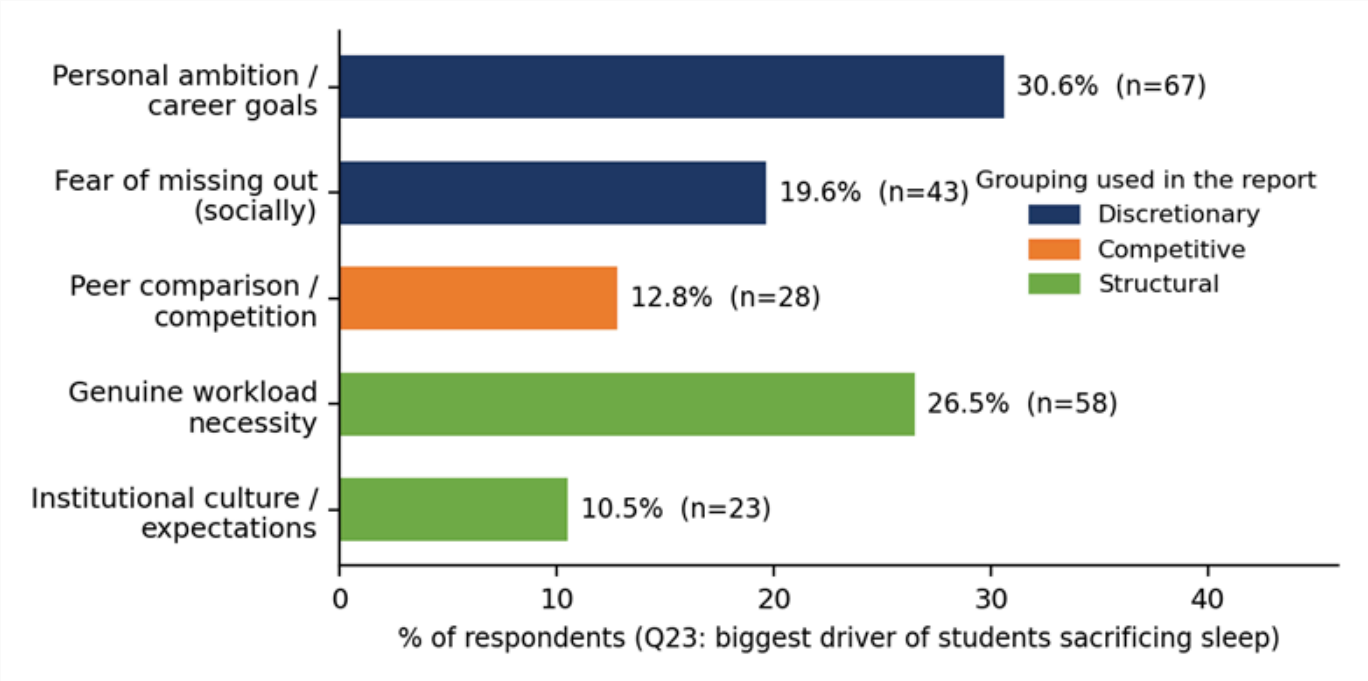


Figure 7. Perceived biggest driver of students sacrificing sleep (N = 219). *Source: survey Q23.*

institutional culture). The mix does not differ by stream ($\chi^2 = 8.2$, df = 10, $p = 0.61$) or by work status ($p = 0.63$). Students therefore describe their own sleep loss as partly chosen and partly imposed, and similarly so across groups. These are respondents' perceptions about "students" in general including themselves; they show how students interpret the pattern, but cannot identify its causes.

4.6 What the interviews and focus groups add

Thirteen sources contributed (Table M1; theme × source matrix in Appendix G). Themes are reported with the number of the thirteen sources in which they were clearly present; because many sources are single voices (one counsellor, one society leaders' group, individual alumni and parents), counts indicate breadth, not prevalence. The second parent interview is not yet coded, so counts rest on twelve sources. The two 2026 graduates (science and liberal arts) are counted but given less weight, and the retrospective "looking back from work" evidence comes mainly from the law, engineering and design alumni. Full transcripts are in Appendix B.

Sleep is cut first and recovered at weekends (six sources; four describe a weekend recovery cycle). The engineering and design groups described a consistent order of sacrifice when schedules tighten: sleep first, then recreation, exercise and phone time, with society work given up last. Bedtimes of 2–3 a.m. were "fairly common" in exam periods, design juries cut sleep to two or three hours and sometimes less, and weekends were used to pay the debt back, with design students sleeping 8–11 hours when no deadline loomed. The alumni, looking back, described the same pattern: the engineering alumnus slept five to six hours on typical college nights with no fixed bedtime and two to three hours in exam weeks, and the design alumna stayed up until four or five, or did not sleep at all,

VIGNETTE 1 · A COLLEGE WEEK WITH NO ROUTINE (ENGINEERING ALUMNUS, 2023 GRADUATE)

The commute and the missing routine. He remembers weekday classes on four or five days a week (six in the first two years), draining lab sessions, and a daily round trip of about two and a half hours as a day scholar, which left four to five hours at home for revision, films and hobbies. Societies were a draw: he joined his department's technical society, learned in the first two years and then ran workshops. His sleep was "pretty good" by his own description, yet there was no fixed bedtime: he slept around 2 a.m. and woke at 7, five to six hours that he made up at weekends, and he did not consider himself sleep-deprived. Exam weeks were different, with two to three hours a night and long study sessions over calls with friends in the week before the exam. He contrasts hostellers, who could stay on and work all night, with day scholars like himself, who had to go home. Now working with a fixed routine he sleeps about seven hours and says his productivity is high when he sleeps well, although he began to need coffee to start his day only after he joined his job. His view of the cost is relaxed: sleep loss, he says, is "pretty much reversible", and he reports no long-term effects.

before juries and assignments that came with a one- to two-day turnaround. Not every source agreed. Some society leaders and the economics/commerce group deliberately protect sleep, and the counsellor framed poor sleep as a symptom of broader difficulties, not a deliberate trade.

What students say they sacrifice differs from what they do (three sources). The engineering alumnus described his sleep as "pretty good" and said he was not sleep-deprived while reporting five to six hours a night and two to three hours in exam weeks. A parent, describing a daughter preparing for Chartered Accountancy, observed waking at 4 a.m. and five to six hours of sleep in exam periods, with low energy and mood swings, an account independent of the student's own framing. A recent science graduate likewise named leisure as the only thing that could be compromised while reporting about four hours of sleep on class days. All three match the survey gap between stated and actual sacrifice.

Career and credential pressure appeared across eight of the thirteen sources. Participants described at least one internship before placements as expected, societies as sources of leverage, networks and confidence that they valued above course content, and degree status as a competitive disadvantage: general-degree students felt recruiters recognised them less, and arts students felt they had to stand out. The counsellor noted students giving up sleep, assignments and family time for internships, in some cases for very low stipends. A parent contrasted her own single-focus student years with today's expectation that students be "fully groomed". Societies were treated as investments, although several students had left societies under academic pressure, and design students dropped them first when workload rose. The design alumna described rebuilding her portfolio to an industry standard, roughly doubling her workload, because about 80% of her batch found jobs off campus, and credited competitions and hackathons for her career direction; the engineering alumnus, by contrast, framed success mainly as money and saw the main payoff of societies in discipline and teamwork.

Participants described institutional schedules and deadlines as pushing time costs into the sleep window (rules or schedules in six sources, deadline and exam clustering in eight, commuting in four). Late rehearsals, clustered deadlines and examinations, uneven semester workloads, long commutes with unpredictable class schedules, and attendance requirements for non-core papers took time that students could not reallocate by preference. Design students said that sacrifice decisions depended on faculty strictness and on how likely an extension was. The counsellor's recommendations focused on clearer institutional guidelines and better faculty engagement, not individual time-management skills. Both new alumni were day scholars and made the same point about commuting: the engineering alumnus lost about two and a half hours a day to travel, and the design alumna found society work "chaotic" when travelling in, while hostellers could stay on and work late. The design alumna also described classes from 9:15 to 6 (to 8 on lab days), eight subjects with group assignments, and compulsory attendance.

VIGNETTE 2 · WHEN THE INSTITUTION MAKES THE CHOICE

When the institution makes the choice (liberal arts FGD). The group is the most diverse in how students approach time management, and that diversity is itself a finding: one participant will lose sleep for something she cares about, another triages emergency submissions from routine work, another prefers to find a replacement than to give up sleep, and a fourth, after a bad exam, deliberately avoids all-nighters. Yet the group also describes situations where the institution limits the choice. One participant was effectively pushed out of a choreography society by a teacher who assumed it would hurt his academics, though he felt able to balance both; another left a theatre society in first year under coursework pressure. Participants also objected to attendance-based grading for non-core subjects such as EVS or Hindi, which takes time that could go to internships or self-study. Here the institution influences the trade-off directly, not only by scheduling.

Sleep loss erodes the output it was meant to buy (six sources). Participants described falling concentration and difficulty completing assignments after one to one-and-a-half weeks of short sleep; one society leader had a week of functional difficulty after severe restriction, and a parent noted mood effects. What initially looks like a reasonable short-term trade, a few hours of sleep given up for exam preparation or society work, ends up damaging the productivity those hours were meant to improve. The survey item on productivity cannot capture this cumulative effect. The alumni disagreed about how lasting the cost is: the engineering alumnus described sleep loss as reversible and without long-term effects, whereas the design alumna reported a chronic health condition and a disrupted sleep schedule that she attributes to years of late nights (her own attribution, which the survey cannot test).

Looking back from work: structure, stakes and stimulants (three alumni). The law, engineering and design alumni compare college with working life, and they do not agree on direction. The engineering alumnus sleeps better now because work gives him a routine, but the stakes are higher: in college there were few consequences for missing a deadline, whereas at work an urgent task on a Sunday evening would take priority over friends or going out. The design alumna works to a Japanese client's schedule, with briefings at 4 a.m., and sleeps worse than in college. The law alumnus, as noted, now values early starts and rest days. Stimulant use also changed: the engineering alumnus took an espresso when sleepy in college but now starts each day with coffee, and the design alumna took one or two energy drinks, mostly because she was on video calls with peers who were also trying to finish. Her account shows stimulants being used socially, in groups, not only alone.

VIGNETTE 3 · JURIES, GROUP CALLS AND A LASTING COST (DESIGN ALUMNA, 2024 GRADUATE)

Assignments on a one-day clock. Design, she explains, is not a subject you study for: an assignment given on Monday has to be presented on

Tuesday, and projects take weekends as well as weekdays. Juries are hard because people from the industry judge the work, so research, designs and samples all have to convince. Before juries she stayed up until four or five, or did not sleep at all. As a day scholar she travelled in, did society work and then college work, which "became chaotic", while hostellers could spend hours at the studio. Much of the night work was done with peers on video calls, with one or two energy drinks and a reminder that the work had to be finished. She felt less pressure to appear busy than pressure not to let the group down. Looking back, she links a health condition and a disrupted sleep schedule to this routine and says she is still trying to undo it. She nonetheless credits competitions and hackathons for shaping her career.

Strain, help-seeking and the family buffer. The counsellor described anxiety, depression, attention difficulties and irregular sleep as recurring concerns, and noted that some students avoid acknowledging a problem for fear of being seen as weak; she cautioned that what looks like a time-management problem can have deeper causes. A parent described the family as a largely invisible buffer, with short breaks, humour and a pre-exam ritual, and kept her daughter at home despite a longer commute so that support could continue. The survey has no stress, help-seeking or family-support items, so these themes rest on the interviews alone. Several groups described a first-year learning curve, with exploration giving way to more strategic prioritisation, and the liberal arts alumna recalled that a gap year, with more free time and no external structure, increased anxiety and procrastination, not productivity.

VIGNETTE 4 · PROTECTING SLEEP ON PURPOSE

Protecting sleep on purpose (society leaders and the economics/commerce FGD). Leadership raises demands: major events can take whole weekends and some commitments stretch across all seven days. The leaders did not all respond the same way. Some kept sacrificing sleep; others consciously protected it and let academics or physical health absorb the cost instead, which makes this one of the few groups where sleep is not automatically the default sacrifice. Planning ahead, delegating and using small pockets of free time made leadership manageable, and supportive, family-like society cultures encouraged more open talk about personal constraints. The economics/commerce group took a preventive view: they saw sleep and physical activity as improving concentration, not as things to be cut when workload rises. For some students, then, the trade-off becomes a more conscious decision once the commitment carries more visibility and responsibility.

4.7 Bringing the strands together

Table 4 sets the interview themes beside the survey evidence. The strands converge on the existence and shape of sleep loss (short weekdays, weekend recovery, a gap between stated and actual sacrifice) and on stream differences. They diverge on career pressure: the interviews stress it, but internship status and hours do not

predict sleep sacrifice in the survey. Several themes the interviews treat as central (institutional schedules, deadlines, commuting, mental-health strain) cannot be tested because the questionnaire has no matching items. Figure 8 shows how often each theme appears by type of source: structural themes (deadlines, schedules, commuting) draw on students, alumni and parents alike, whereas the contrasting accounts of lasting effects and of life after college come only from the alumni.

Table 4. Qualitative themes and survey evidence

Theme	Sources	Survey evidence	Verdict
Sleep is cut first when overloaded	6/13	Often/daily sacrifice 42.5%; named sleep as most sacrificed 22%; named social life 42%; weekday sleep under 7 h 56%	Diverges on what students SAY; converges on how little they SLEEP
Stated sacrifice differs from revealed sleep	3/13	Sacrifice frequency vs weekday sleep ρ = −0.20; 55% of those naming social life sleep under 7 h	Converges: stated sacrifice is a weak guide to actual sleep
Weekend recovery / catch-up cycle	4/13	Weekday <7 h 56% vs weekend ≥7 h 83%; mean catch-up 1.3 h/night	Converges
Institution-imposed schedules and rules	6/13	No structural-constraint items; 10.5% name institutional culture as the biggest driver	Qual-led; survey cannot test
Deadline and exam clustering	6/13	No timing or deadline item in the questionnaire	Qual only
Sleep loss harms output (feedback loop)	6/13	51% report worse productivity, 35% no difference, 15% better; frequent sacrificers report smaller losses (ρ = +0.14)	Partly diverges: half report a cost, but frequent sacrificers report smaller costs (habituation or selection)
Deliberate sleep protection	6/13	14% say they never or rarely sacrifice sleep (n = 31)	Converges: a small protective minority exists
Commute as a time cost	6/13	No commute item in the questionnaire; non-DU students (more likely day scholars with longer travel) sacrifice more, 54% vs 38%	Qual only, but consistent with the non-DU gap; add to a top-up survey
Internship and credential-race pressure	6/13	56% have an internship/job; high-sacrifice rate 41% vs 45% for the non-employed	Diverges: interviews stress internship pressure, but internship status does not predict sleep sacrifice
Stream / degree-specific status pressure	6/13	High-sacrifice rate: Engineering 79% (n = 14), Humanities 61%, Commerce 35%	Converges: streams differ; Humanities and Engineering highest
First-year learning curve	6/13	1st-year high-sacrifice rate 26% (n = 23) vs 45–49% in 2nd/3rd year; not robust	Partly converges (1st years lower), but small n and year effect not robust
Perceived lasting effects of sleep loss	6/13	No health item; productivity item is a one-day comparison	Qual only; the two alumni disagree
Sleep after college: routine versus job demands	6/13	Survey covers current students only	Qual only (alumni)
Stimulants as situational coping	6/13	28% use stimulants often/daily; rises with sleep sacrifice (ρ = 0.29)	Converges; the group, social use is seen only in interviews

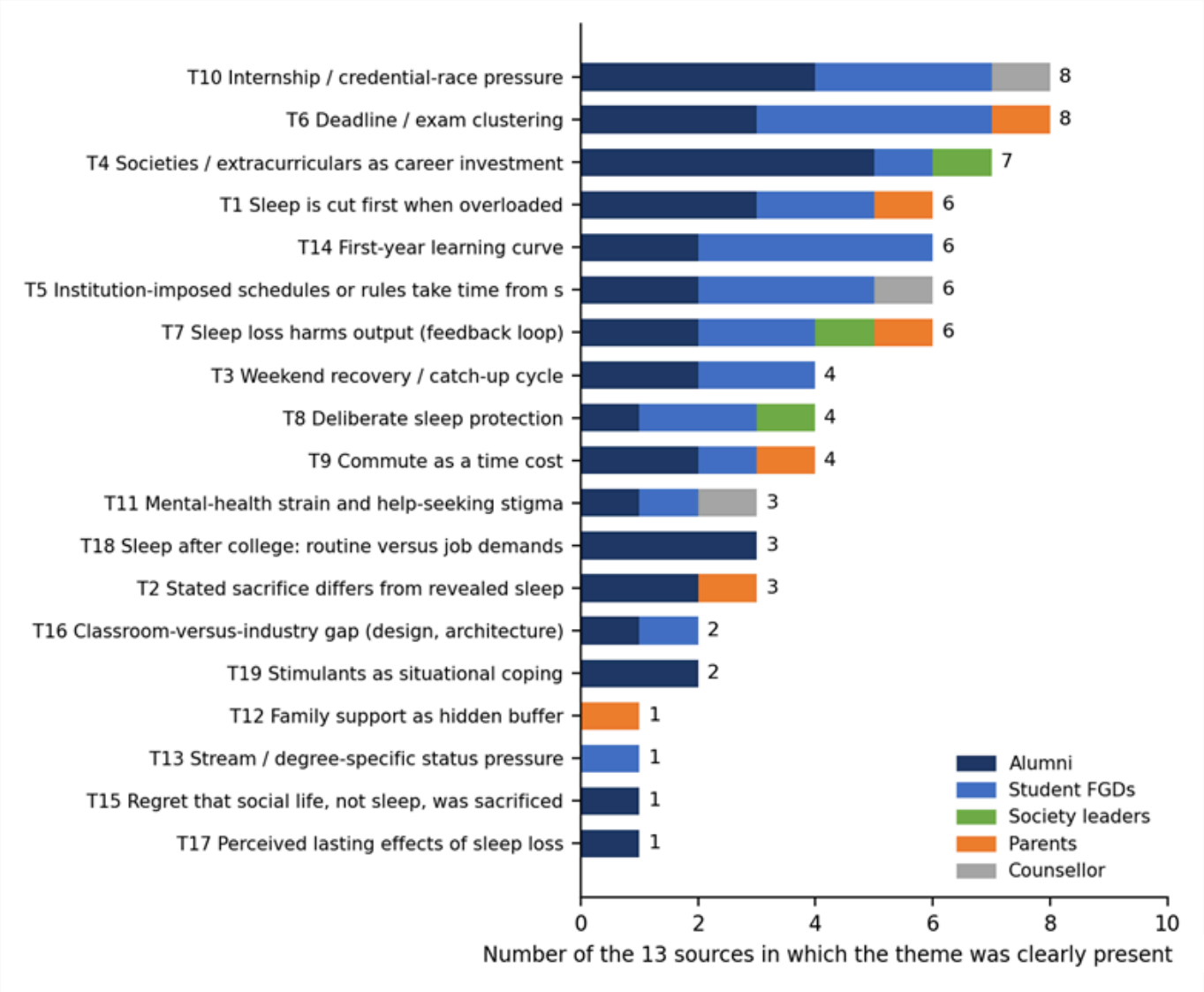


Figure 8. Themes by type of source: number of the thirteen sources in which each theme was clearly present, split by alumni, student FGDs, society leaders, parents and counsellor (second parent not yet coded). *Source: Appendix G.*

DISCUSSION

5.1 What the evidence supports, and what it does not

The two strands support three claims of increasing strength. The first is strongly supported: short weekday sleep is common in the sample, with weekend recovery, and sleep sacrifice is routine. The second is supported descriptively: both strands suggest that sleep is among the first things compressed when competing demands intensify. The interviews describe an order of sacrifice in which sleep goes first and a weekend "payback" follows, and in the survey 42.5% sacrifice sleep often. The third claim is the stronger economic interpretation, that students deliberately give up sleep because the expected returns to career-building activities outweigh the value of rest. This is not established by the data. Half of the students believe that short sleep lowers their next-day productivity, frequent sacrificers report smaller (not larger) productivity penalties, and both groups sleep short anyway. If sleep were a considered investment good equated at the margin with study or work (Becker, 1965; Biddle & Hamermesh, 1990), one would expect sacrifice to concentrate among students who believe it pays. The pattern is more consistent with sleep absorbing the strain from commitments that students experience as fixed, with habituation or optimism about one's own resilience as possible reinforcers. It also fits the wider evidence that the benefits of extra sleep are not automatic (Bessone et al., 2021) while its costs in learning and mood are well documented (Hershner & Chervin, 2014). The study cannot test between these accounts, but it shifts the emphasis from "perceived productivity gains" to constrained allocation.

5.2 Career pressure: strong in the interviews, weak in the survey

Career and credential pressure appeared in eight of thirteen qualitative sources, yet internship status, internship hours and combined weekly load do not predict sleep sacrifice. Three non-exclusive readings are possible. The first is measurement: status and banded hours do not capture the intensity of the pressure (the number of internships pursued, anticipation of placements, comparison with peers), and the survey has a single peer-pressure item. The second is diffuseness: if busyness is itself a status signal (Bellezza et al., 2017), the pressure may be felt by most students whether or not they currently hold an internship (a third agree that they feel pressure to appear busy), so holding one does not distinguish high from low sacrificers. The third is timing: fieldwork largely coincided with the summer break, when internships replace classes and the term-time conflicts the interviewees described (late rehearsals, clustered deadlines, attendance rules) are absent. The one survey signal in this direction is the modest correlation between peer pressure and sleep sacrifice ($\rho = 0.18$), which survives only the less conservative multiple-testing correction. The survey does not provide evidence supporting the original hypothesis in its strong form; in a weaker form (pressure to appear busy is

associated with sleep loss) it is weakly supported. We use "career pressure" for what the interviews establish, and reserve "signalling" for the theoretical framework, because we observed students' accounts of pressure, not their signalling behaviour.

5.3 Choice or structure?

Students attribute their sleep loss half to perceived discretionary drivers (ambition, FOMO), 13% to peer comparison and 37% to structural drivers (workload necessity, institutional culture), in similar proportions across streams and work status. The interviews place structural features (institutional schedules, deadline clustering, attendance rules, commuting) in six to eight of thirteen sources, and three accounts show that the line between choice and structure is not clean: the teacher who pushed a student out of a society, and two alumni who, as day scholars, lost hours to travel that hostellers could spend on work or rest. Group differences in the survey (higher sacrifice in Humanities and at non-DU institutions) are the kind of pattern a structural account would predict, for example through commute length or attendance regimes, but they could equally reflect composition or departmental culture, and no item discriminates between these. Evidence from elsewhere shows that institutional timetables can move sleep and achievement (Carrell et al., 2011) and that commuting time is associated with shorter workweek sleep (Pfeifer, 2018). We therefore treat the claim that sleep is shaped by institutional structure as much as by individual choice as a hypothesis that is consistent with both strands, not as a demonstrated apportionment.

5.4 Consequences, coping and protection

The close association between sleep sacrifice and stimulant use suggests that caffeine and similar aids are part of how students sustain short sleep, and may mask the immediate cost: a student who compensates with stimulants may rate next-day productivity higher than their sleep would predict. This is a hypothesis, not a finding. The interviews also point to a cost that builds over one to two weeks, which a single-day productivity item cannot capture; and the alumni disagree about what follows: the engineering alumnus sleeps better with a fixed working routine and describes the earlier loss as reversible, whereas the design alumna, working to overseas hours, reports a lasting health cost that she links to years of late nights. Structure can therefore help or hurt depending on who sets the hours, and neither account can be generalised from a single voice. At the other end, one in seven students says they never or rarely sacrifice sleep, and several interviewees (society leaders, liberal arts students, the economics/commerce group) described deliberate protection of sleep, in some cases after a bad exam. The parent's account also shows that part of the burden is absorbed by family members, which studies of student time allocation rarely capture. What enables protection (authority to delegate, flexible schedules, experience, family support) deserves study in its own right.

5.5 Implications for the research question and for follow-up

Sleep is commonly what gives when time runs short, and its pattern varies by stream

and institution. The survey cannot say how much of the sacrifice is discretionary, and the strong career-pressure hypothesis does not hold for observable internship status. A follow-up should (i) measure exact sleep hours or use a sleep diary, (ii) add items on commuting time, deadline timing, number of internships and career anxiety, (iii) field during term, and (iv) over-sample Humanities, Engineering and non-DU students so that institution and stream effects can be estimated with adequate precision.



POLICY IMPLICATIONS

6.1 Treat sleep as a design constraint of the academic calendar and timetable

Our evidence: 56% of students sleep under seven hours on weekdays, 42.5% sacrifice sleep often, and deadline clustering and late-evening activities appeared in eight and six of thirteen interview sources respectively, and two alumni who were day scholars described travel time that hostellers could use for work or rest (interview-led, with survey support).

Wider research: timetables are a lever that moves sleep and achievement: moving the start of the day 50 minutes later at the US Air Force Academy raised achievement by an amount comparable to a one-standard-deviation gain in teacher quality (Carrell et al., 2011). Institutional guidance on assessment "bunching" links clustered deadlines to long working hours, lack of sleep and poorer health, and recommends mapping deadlines across modules and publishing a single assessment calendar (Liverpool John Moores University, n.d.; Advance HE, n.d.). Longer commutes are associated with less sleep on workweek nights (Pfeifer, 2018).

What institutions could consider: coordinating assignment and examination deadlines across courses, reviewing late-evening scheduling of rehearsals, meetings and events where feasible, and reviewing attendance requirements for non-core papers.

Caveat: the Air Force Academy is a residential military setting and the deadline guidance is practitioner material, not trial evidence; the survey has no deadline or commute item.

6.2 Audit workload and scheduling where sacrifice is highest

Our evidence: Humanities students (61%) and non-DU students (54%) report materially higher sacrifice, and Engineering students may as well, although that group is small and overlaps with non-DU status (survey-supported, with caution).

Wider research: poor sleep is common among Indian university students, with reported poor sleep quality from about a quarter to almost three-quarters across studies (Dunn et al., 2022), and humanities students have been reported to experience more academic stress than science or management students (Banu et al., 2015).

What institutions could consider: a scheduling and workload audit in these settings, including commute and timetable patterns at non-DU institutions, before introducing new programmes.

Caveat: these are group differences in a convenience sample; the audit should establish why they arise. Support should not rely on the earlier productivity finding, which was misread: Business/Management and Science students report the smallest productivity penalties, not the largest.

6.3 Promote sleep awareness and healthier ways of coping with sleep loss

Our evidence: stimulant use climbs steadily with sleep sacrifice (28% of the sample use stimulants often or daily; 58% of those who sacrifice sleep almost every day), and students' own accounts of what they give up are a poor guide to how much they sleep (survey-supported).

Wider research: psychological and educational interventions improve sleep in college students, with a meta-analysis of randomised trials finding a moderate-to-large overall effect (Hedges' g = 0.61; Saruhanjan et al., 2020; see also Friedrich & Schlarb, 2018). Caffeine typically prolongs sleep latency and reduces total sleep time and sleep efficiency (Clark & Landolt, 2017); a later meta-analysis estimates that caffeine reduces total sleep time by about 45 minutes and suggests avoiding coffee for at least about nine hours before bedtime (Gardiner et al., 2023).

What institutions could consider: sleep-health education that addresses actual hours slept, caffeine timing and the cost of chronic restriction, framed so that it does not blame students for sleep loss that schedules produce.

Caveat: our survey measures stimulant use "to compensate for lost sleep" and cannot show that stimulants contribute to the loss.

6.4 Set norms for internships and society work

Our evidence: career and credential pressure appeared in eight of thirteeen interview sources, including concern about low-stipend work; the survey, however, finds no link between internship status or hours and sleep sacrifice (interview-led).

Wider research: internships raise interview invitations by roughly 13–14% in field experiments (Nunley et al., 2016; Baert et al., 2021), which explains why students feel compelled to collect them, while reviews find that intensive student work harms study engagement and educational choices (Neyt et al., 2019). Policy already allows credit-bearing internships embedded within the degree without extending its duration (UGC, 2021).

What institutions could consider: guidelines on reasonable internship hours and fair treatment of interns, internships timed for breaks or built into the credit structure so that they do not compete with coursework, and encouraging societies to plan, delegate and offer flexible participation.

Caveat: the survey does not show that internships cost sleep, so these norms are justified mainly by the interviews and by the general evidence on student work.

6.5 Strengthen counselling and early support

Our evidence: the counsellor identified anxiety, depression and reluctance to seek help as recurring concerns, and the parent described the family absorbing part of the burden (interview-led); a third of surveyed students feel pressure to appear busy.

Wider research: stress and poor sleep are moderately associated in undergraduates, and the authors of a meta-analysis

recommend psychoeducation on stress and sleep (Gardani et al., 2022). Young people's main barriers to seeking help are stigma and embarrassment, poor mental health literacy and a preference for self-reliance (Gulliver et al., 2010). In July 2025 the Supreme Court of India issued binding guidelines for educational institutions, including a mental-health policy, at least one qualified counsellor, psychologist or social worker for institutions with 100 or more students, and sensitisation programmes for parents (Sukdeb Saha v. State of Andhra Pradesh, 2025 INSC 893).

What institutions could consider: building sleep and time-pressure content into the well-being policies and counselling services that these guidelines already require, normalising help-seeking, and offering planning and time-management mentoring for first-year students.

Caveat: our evidence on mental health comes from one counsellor and one parent and cannot establish prevalence.



LIMITATIONS

Sample and representativeness. The survey sample is a non-probability convenience sample. Commerce/Economics (55%), DU colleges (73%), society members (about 80%) and drop-year students (24%) are over-represented relative to national enrolment, and the sample should not be generalised to Delhi-NCR students. Subgroups are small (Engineering n = 14; Other n = 12; part-time job n = 8; fourth-year n = 12; postgraduate n = 11) and their estimates are wide.

Timing. Fieldwork ran from 29 June to 26 August 2026, largely during the summer break; because most responses were collected then, reported academic and internship commitments may not reflect typical term-time schedules, and year of study may refer to the year just completed (35 respondents aged 17–19 are recorded as third-year students). Sleep patterns may also differ from term time.

Measurement. Sleep and hours are self-reported in coarse bands, so midpoint-based figures are approximate and null results for hours may reflect measurement error; the main conclusions hold under alternative midpoint assumptions, but the estimated shortfall ranges from about one to four hours a week (Appendix F). The questionnaire has no items on commuting, deadline timing, stress or well-being, career anxiety or number of internships, so several mechanisms named in the interviews cannot be tested, and "time allocation" is only partly measured. "Productivity" is a hypothetical self-comparison. Q13 builds in some association with sleep sacrifice. Sleep sacrifice (Q12) correlates only weakly with reported weekday sleep ($\rho = -0.20$). The units of the leisure screen-time item (modal answer 5–10 hours a week) should be checked.

Gender and two survey questions. The gender item was added after fieldwork began, so gender is missing by design for 61% of respondents and is not used in inference. Respondents with and without a gender answer therefore completed slightly different versions of the form at different times; the earlier KNN imputation is not relied upon.

Statistics. The 47 bivariate tests were run without a pre-registered hierarchy, and only some survive correction. Several chi-square tests have more than half of cells with expected counts below 5. The proportional-odds assumption held for two of the four ordinal models; for the others a binary check was used (Appendix E). Models were estimated on banded ordinal data and should be re-run in R before submission.

Design. The survey is cross-sectional; associations (for example stimulant use and sleep sacrifice) are not causal and their direction is unknown.

Qualitative evidence. Many sources are single voices; groups were not sampled for saturation. Material on design, law and architecture cannot be triangulated with the survey, which has one Design and two Law respondents. Participants' own statements about their sleep are not verified.

CONCLUSION

This study asked how far sleep absorbs the pressure on college students' time in Delhi-NCR, and to what extent sleep sacrifice is associated with discretionary career-driven choices rather than structural and institutional constraints. A survey of 219 students and thirteen interviews and focus groups support the descriptive claim: sleep is what gives when time runs short. Fifty-six per cent of students slept under seven hours on weekdays, 42.5% sacrificed sleep often, weekends were used to recover, and what students said they gave up diverged from how much they slept.

The survey does not support a simple career-pressure explanation. Internship status, hours of academic, internship and extracurricular commitment, and their sum did not predict sleep sacrifice, and the apparent link between work status and sleep sacrifice reflected polarisation among paid interns, not a shift. Sacrifice was higher among Humanities students and at non-DU institutions, and rose steadily with stimulant use. Half of the students believed that short sleep lowers their productivity, but frequent sacrificers reported smaller costs, so students do not generally appear to be buying productivity with sleep. Students perceived discretionary drivers (50%) and structural ones (37%) in similar proportions across groups.

The interviews fill in what the survey could not measure. Career and credential pressure was widespread in the accounts, but so were late-evening activities, clustered deadlines, attendance rules and commuting that placed costs in the sleep window, and some students and leaders deliberately protected sleep. Taken together, the evidence is consistent with sleep being shaped by both structure and choice. The study cannot apportion the two, and its conclusions are limited by a convenience sample, banded self-reported measures and the absence of commute, deadline and career-anxiety items. A term-time follow-up with those measures and a larger Humanities, Engineering and non-DU sample would allow the question to be answered.



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APPENDIX

Appendix A: Survey questionnaire

The questionnaire was administered through Google Forms. Survey title: "Survey of students in Delhi-NCR Colleges"; intended only for students currently studying in Delhi-NCR-based colleges or universities; anonymous; 5–7 minutes. All items are marked required in the form export supplied. The gender item (Q2) was added after fieldwork began (see Appendix C).

Q	Question	Response options
1	Age	17–19; 20–22; 23–25; 26 and above
2	Gender	Male; Female; Others
3	Year of study	1st year UG; 2nd year UG; 3rd year UG; 4th year UG; Post Graduate (PG)
4	Is your college part of Delhi University (DU)?	DU; Non-DU (Delhi-NCR-based)
5	Which city tier are you originally from (hometown)?	Tier 1; Tier 2; Tier 3
6	Did you take a drop year before joining college?	No; Yes, 1 year; Yes, 2 years; Yes, more than 2 years
7	What course/stream are you currently pursuing?	Humanities / Liberal Arts; Commerce / Economics; Business / Management; Science (Non-Engineering/Medical); Engineering; Technology; Medicine; Law; Other (free text)
8	Are you currently employed or interning?	Yes, paid internship; Yes, unpaid internship; Yes, part-time job; No
9	On an average weekday, how many hours do you sleep?	Less than 4 hrs; 4–5 hrs; 6 hrs; 7 hrs; 8 or more hrs
10	On an average weekend/holiday, how many hours do you sleep?	Less than 4 hrs; 4–5 hrs; 6 hrs; 7 hrs; 8 or more hrs
11	How would you rate your overall sleep quality?	Very poor; Poor; Average; Good; Very good
12	How often do you sacrifice sleep specifically to complete academic work, internship tasks, or extracurricular commitments?	Never; Rarely; Sometimes; Often; Almost every day

Q	Question	Response options
13	How often do you use stimulants (coffee, energy drinks, etc.) to compensate for lost sleep?	Never; Rarely; Sometimes; Often; Daily
14	How many societies/clubs are you currently a part of? (numeric)	Free numeric entry (0, 1, 2, …)
15	How many hours per week do you spend on societies, clubs, or extracurricular activities?	0 hrs; 1–5 hrs; 6–10 hrs; 11–15 hrs; More than 15 hrs
16	How many hours per week do you spend on internship/part-time work?	0 hrs; 1–10 hrs; 11–20 hrs; 21–30 hrs; More than 30 hrs
17	How many hours per week do you spend on academic coursework (classes, study, assignments)?	Less than 10 hrs; 10–20 hrs; 21–30 hrs; 31–40 hrs; More than 40 hrs
18	Which activity do you feel you sacrifice most often when time is limited?	Academics; Internship/work; Societies/extracurriculars; Social life; Sleep
19	How many hours per week do you spend on leisure screen time (entertainment, social media, not study/work related)?	Less than 5 hrs; 5–10 hrs; 11–20 hrs; 21–30 hrs; More than 30 hrs
20	I feel pressure to constantly appear “busy” or “productive” to my peers.	Strongly disagree; Disagree; Neutral; Agree; Strongly agree
21	If you could redesign your week with no fear of falling behind peers, would you sleep more?	Definitely not; Probably not; Unsure; Probably yes; Definitely yes
22	On days when you sleep less than 6 hours, how do you rate your next-day productivity compared to days with adequate sleep?	Much worse; Somewhat worse; No difference; Somewhat better; Much better
23	What do you think is the biggest driver of students sacrificing sleep (including yourself)?	Personal ambition/career goals; Peer comparison/competition; Fear of missing out (FOMO) socially; Genuine workload necessity; Institutional culture/expectations

Appendix B. Interview and FGD participant details and transcripts

1. Students' FGD

Economics and Commerce Stream

Stakeholder	Student
Stream (if applicable)	Economics/Commerce Stream
Meeting Date and Time	29th August 2026, 5pm
Mode	Online
Interviewer Name	Kalyani Vikas Rai [KA]

Participant 1

Name	SA
Age	20
Gender	Male
College Name	NSUT
Course	BBA
Current Year of Study/Passout Year	3rd Year
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	0
Current Job Role and Company	NA

Participant 2

Name	CH
Age	21
Gender	Male
College Name	Motilal Nehru College
Course	BA (Hons) Economics
Current Year of Study/Passout Year	3rd Year
Day Scholar/Hosteller	Hosteller
City of Residence	Ajmer
No. of drop years if any	1
Current Job Role and Company	NA

Participant 3

Name	ST
Age	20
Gender	Male
College Name	Christ University Delhi
Course	Bsc Economics and Data Analysis
Current Year of Study/Passout Year	3rd Year
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	0
Current Job Role and Company	NA

Participant 4

Name	SM
Age	19
Gender	Female
College Name	Miranda House College
Course	BA (Hons) Economics
Current Year of Study/Passout Year	2nd Year
Day Scholar/Hosteller	Hosteller
City of Residence	Jamshedpur
No. of drop years if any	0
Current Job Role and Company	NA

Participant 5

Name	SK
Age	20
Gender	Female
College Name	Atma Ram Sanatan Dharma College
Course	BA (Hons) Economics
Current Year of Study/Passout Year	3rd Year
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	0
Current Job Role and Company	NA

TRANSCRIPT

Introductions

[KA]: Hi everyone, thank you so much for joining. I'm Kalyani, a third-year Economics student here at DU. This is a focus group on how students manage time between college, coaching, and self-study — it should take about 30 to 40 minutes. Let's go around and introduce ourselves quickly, maybe your name, year, and what you're into.

[SA]: Hey, I'm Saksham, I'm doing a dual degree, so it's a bit of a juggling act between that and USCMA prep. [SK]: Hi, I'm Sakina, second year, I'm also involved in quite a few societies on campus.

[CH]: I'm Chirag, I'm into extracurriculars and try to keep a pretty structured routine — mornings, classes, and some reading and meditation at the end of the day.

[SM]: Hi, I'm Simran, I do a mix of exercise, classes, and studying most days.

[ST]: I'm Steffin, nice to meet everyone.

Student Daily Routine Discussion

[KA]: Question 1 — What does your day-to-day routine look like on weekdays?

[CH]: I'm up by 5:30 or 6 in the morning, I do my morning routine, then it's classes and extracurriculars from about 9 to 6. In the evening I wind down with homework, some meditation, and reading.

[SM]: For me it starts around 6:30-7, I exercise first, then classes from 9:30 to 3. After that I rest for a bit and then get into studying before I sleep.

Weekend and Academic Routine Discussion

[KA]: Question 2 — What does your weekend routine look like?

[ST]: Weekends I sleep in a lot more than on weekdays. Otherwise it's test prep, the gym, and catching up with friends.

[SA]: Mine's more hectic honestly, because of the dual degree. I've got USCMA prep, competitions or seminars I need to attend, and I still commute close to 3 hours a day to college, so I try to protect my sleep schedule around all of that.

Academic Strategy and Workload Management

[KA]: Question 3 — How would you describe your academic workload this semester — heavy, manageable, or light? Why?

[SK]: It's really changed for me between first and second year. In my second semester I realised I couldn't keep neglecting my studies, so I got a lot more serious and started finishing my syllabus on time. First year was tough because I was juggling six societies along with a lot of grunt work, so this year I've consciously pulled back on society involvement to make more room for studying.

[SA]: I was organised about this from day one of first year, honestly, because I knew the dual degree would need it. For me it's less about motivation and more about staying consistent — that's what actually keeps the discipline going.

Academic Experience Transition in Economics

[KA]: Question 4 — How has the transition from school to college affected your routine?

[SM]: First year concepts felt manageable since a lot of it was familiar from class 12. But second year brought in the advanced MME courses, and those really need daily study — there's no coasting through those.

[SA]: For me the jump from 11th-12th grade material to undergrad was a big one, difficulty-wise. It's manageable though, especially with good faculty support, and I've focused specifically on subjects like USCMA without going for external coaching.

Academic Workload Distribution Discussion

[KA]: Question 5 — Do you feel the workload is evenly spread through the semester, or concentrated around specific periods?

[SA]: It gets hectic and exhausting at points, but I do think it's worth it in the end.

[SK]: It's definitely not uniform for me. It's lighter at the start of the semester and then gets heavier closer to exams. In second year I was also splitting that time with co-curriculars and building up my CV, so those peak periods get pretty intense.
[CH]: For me it's less about even distribution and more about—
Academic Productivity and Student Challenges
[KA]: Question 6 — What are the challenges you face while balancing your routine?
[CH]: I think the years progress differently — the first year is more about exploration, and the later years are more about application. And honestly, how heavy the workload feels varies a lot from person to person.
[SK]: For me, sleep and physical activity are the biggest factors in how productive I actually am. On top of that, things outside my control — like difficult teachers or unpredictable class schedules here at DU — end up affecting my mental health and productivity too.
[CH]: I'd add that what 'productive' looks like really depends on a person's own priorities and goals. I try to think about my overall trajectory rather than getting caught up in specific day-to-day metrics.
Balancing Academics and Extracurriculars
[KA]: Question 7 — Have you ever felt like extracurriculars or internships took time away from academics, or vice versa? Can you give an example?
[SA]: Honestly, I'd rank extracurriculars above academics in terms of value — I think recruiters care more about that, and it's done more for my personal growth too.
[ST]: I'd say it's really about balance. Both matter, just for different parts of your development as a student — I wouldn't put one clearly above the other.

1. Students' FGD

Design Stream

Stakeholder	Students
Stream (if applicable)	Design
Meeting Date and Time	25th August 2026, 10:00 PM
Mode	Online
Interviewer Name	Manvi Garg [MG], Charu Anuraj [CA]

Participant 1

Name	A
Age	20
Gender	Female
College Name	Pearl Academy, New Delhi
Course Specialisation	Textile Design
Current Year of Study/Passout Year	Third year
Day Scholar/Hosteller	Day Scholar
City of Residence	Noida
No. of drop years if any	0
Current Job Role and Company	NA

Participant 2

Name	AK
Age	20
Gender	Female
College Name	Pearl Academy, New Delhi
Course Specialisation	Communication Designing with UI UX
Current Year of Study/Passout Year	Second year
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	0
Current Job Role and Company	NA

Participant 3

Name	D
Age	Not specified
Gender	Female
College Name	NIFT Delhi
Course	Design
Current Year of Study/Passout Year	Second year
Day Scholar/Hosteller	Day Scholar (previously hostel)
City of Residence	-
No. of drop years if any	0
Current Job Role and Company	NA

Participant 4

Name	AY
Age	19
Gender	Male
College Name	Pearl Academy. Delhi
Course	Textile Designing
Current Year of Study/Passout Year	3rd Year
Day Scholar/Hosteller	Lives in PG
City of Residence	Ranchi
No. of drop years if any	0
Current Job Role and Company	Student

TRANSCRIPT

[A]: Hello, my name is Aarushi and I'm currently pursuing a Bachelor's of Design in Textile Design and I'm in my third year. I'm pursuing it from Pearl Academy and I'm a Day Scholar and I live in Noida.
[MG]: Ashnoor, please go ahead.
[AK]: Hi, I'm Ashnoor, Kaur. I am 20. I'm a Day Scholar. I'm pursuing Bachelor's Degree in Communication Designing with specialization in UI UX. That's it.
[MG]: Okay, can you please mention your college name and whether you are a Day Scholar?
[AK]: I am a Day Scholar. I'm from Pearl Academy, New Delhi, West Campus.
[MG]: Okay, all right.
[D]: So, hi, my name is Devanshi and I'm currently studying in NIF Delhi. My course is Design and I'm a second-year student. Currently, I'm like a Day Scholar but like I've stayed in a hostel before. So, yeah, that's pretty much who I am.
[MG]: Okay, great. Okay, so I can start now?
[D]: Yes.
[AY]: So, basically, hi, my name is Ayush and I am from Ranchi and I live in PG. So, my course is Textile Designing from Perl Academy and I'm...
[MG]: So, guys, the first question needs to be answered by everyone. Then one or two can answer the other questions. Okay, so the first question is, can you please walk me down to your typical weekday from waking up to going to sleep and how does it differ from a weekend? Devanshi, please go ahead.
[D]: Okay, so like an ordinary weekday for me is like waking up around six in the morning, getting ready for the college. So, I leave around seven, seven- ish, because it takes me around one hour, 45 minutes. Then I have classes for almost six hours. In between, I have like a one- hour break. So, after four, I spend my one

or two hours with my friends after the classes and then around 5.30, I leave from the college. Again, I'm home around seven and then by eight, I go to gym. I'm back by nine. Typically, I just have dinner, then maybe just spend some time with my family, do some assignments till 12 or 1. Sometimes, it's about two, three also. Sometimes, it's like entire night that I'm spending on my assignments and then yeah, if I get to sleep, then that's like a three- four- hour sleep that I usually get in weekend or weekdays. But in weekend, it's like I get like decent eight- nine- hour sleep. It's not that bad working hours. It's like relaxing. The weekend is relaxing for me and the weekdays are way too chaotic for me.
[MG]: Ashnoor, please go ahead.
[AK]: So, how my weekdays differ from my weekends is mostly that the amount of sleep and rest I get. For my weekdays, it's like my day starts at 6.30. So, I wake up at around 6.37. I leave for my college at eight and we have classes from usually 3.30 to 4.05, sometimes 3. So, I spend that many hours in my college campus. Then, I come home. It's like a 10- 15 minutes distance. So, I reach quite early. Then, I just take a short nap, then sit for my assignments. I work out for an hour. Then, I go for a walk for 30- 40 minutes. Then, I have my dinner. Then, I again sit for my assignments if I have any deadlines for midnight. So, it usually goes up to 1 to 2 or 3. So, yeah. And my weekends is pretty much relaxing unless I have any deadlines. So, yeah. That's the only difference.
[MG]: Okay. Aarushi?
[A]: So, my weekdays, I wake up at like 6.15- 6.30 and I leave for college at 7.30. Mostly, I try to leave before so that I reach on time. My classes start from 8.30 and they go till 3.30. Sometimes, it's more early like 12.45. I have like my classes end. Then, I go home. I relax for a little bit. Then, I go to the gym at 7.30- 6.30- ish. I come back at 8.00, have dinner, spend some time with my family. Then, I work on my assignments if I have any deadlines. I work on them. So, yeah. So, that's pretty like that's like a whole routine which goes and it's a little hectic. My weekends are mostly chill. I get enough sleep and yeah, I go out with my family and friends for my weekends.
[MG]: Aarushi?
[AY]: Yes. Basically, I wake up at 6.00. Then, I cook breakfast for myself. Then, I leave for the college. I leave for the college. Colleges start at 8.30. Still, classes are mostly 5.30. Then, I came back and again, I cook lunch for myself. Then, I eat. Then, I take a nap for one hour. Then, I sit for the assignment like I think 12.00- 12.30 or one o'clock sometimes. It's like I have to submit the assignment. Deadline is there. So, I do assignments. Then, I will take a sleep and in weekend, I wake up a little late. So, again, I will sit for the assignment and it goes like that. Sometimes, I go for out.
[CA]: Just a quick follow- up to everybody. What is the typical amount of time that you guys spend on your assignments in a number of hours? A and B, what number of hours do you sleep on weekdays, weekends, and during your junior year? Sorry, can you repeat again? I'm not listening. Okay. I asked firstly, how many hours do you spend on your assignments typically? All of you mentioned that you guys have a lot of assignments. So, how many hours do you spend on that? Secondly, how many hours do you sleep on weekdays when you have a lot of assignments? On weekends, when you are chilling and all and during your truth or any semester times? Aayush, you can go first. Was I not audible? Okay.
[AY]: So, my average sleep hours in the weekdays is like 4 hours and on the weekend, it's about 9 hours, 9 to 10 sometimes.
[AY]: But in junior years, if you ask me specifically, it's like 0 or max to 2, not more than that. And yeah, that's pretty much it.
[CA]: And how long do your juries go on?
[AY]: Juries for me is like a week or 10 days. We get to have like a day off in between the juries. So, all of those days combined, I don't think we get to have more than 12 to 14 hours sleep. So, for normal weekdays, I get like around 5 to 6 hours of sleep.
[AY]: And for weekends, I sleep around 8 to 9, sometimes 10. And what else did you ask?
[CA]: End semester for juries, how much do you sleep and for how much time do you spend? Devanshi,

same question, how much time do you spend on your assignments after RGS?
[D]: So, for normal days when I do not have a lot of submissions or there are no deadlines, I spend around 2 or 3 hours every day for my assignments. And around my end semesters or juries, I get around like 2 to 3, maximum 3 hours of sleep.
[AK]: So, the amount of sleep I get on weekdays is 5 to 6 hours, sometimes 7 hardly. And in weekends, it's like 9 to 10, sometimes 11 hours. It's pretty relaxing for me.
[AK]: And the amount of time I spend on my assignments, it depends on the deadlines actually. It's 1 to 2 hours almost every day. And if I have an upcoming deadline, it reaches up to 3 or 4. And the amount of sleep I get during juries, actually juries is like just a showcase of work.
[A]: So, it's okay. Actually, the end semesters, I get absolutely no sleep. So, it lasts up to like 10 to 15 days when I have one after other submissions. So, it's like hardly 1 to 2 hours every day during the span of those 15 days.
[MG]: So, how do you think that this routine has changed a lot since the first year? Ayush?
[AY]: Yes, sorry. How do you think your routine has changed since the first year? How? I think nothing changed but like from first year to till now, I follow that routine only. Nothing changed in that.
[MG]: Okay. Aarushi?
[A]: I feel like somehow, I had more pressure in the first year because there were a lot of like hands- on work. Comparing to this semester especially, there is less hands- on work and more research work. So, I feel like that definitely changed. And because there were so much hands- on work, so I had to stay in college for like extra hours. So, I think that's not happening. So, I think that has definitely changed.
[MG]: Okay. Does anyone have anything to add to it? Okay. Let's move on to the next question. How would you describe your academic workload this semester? Is it heavy, manageable or light? Why? Devanshi? Devanshi? Okay. Ashmit? Yes, I'm sorry. Could you repeat the question? Yeah. Sure. Okay. So, how would you describe your academic workload this semester? Is it heavy, manageable or light? And why? Your voice is breaking. How would I describe my academic workload this semester? Is it heavy, manageable or light? Am I audible now? Yeah. Could you please repeat? Sorry. No problem. So, how would you describe your academic workload this semester? Is it heavy, manageable or light? And why do you think so?
[AK]: I think it is not pretty manageable because there's a lot of research works and I have many theoretical and big assignments to submit. So, I think now it's going on very relaxing and chill. But end semester would be really, really hectic when I'll have to submit like a five, six-month assignments. So, I think there's a lot of workloads this year as compared to the previous year.
[MG]: Okay. Devanshi?
[D]: Actually, I just got disconnected and I joined again. So, what was the question?
[MG]: Okay. So, the question was that how would you describe your academic workload this semester? Do you think it is heavy, manageable or light? And why?
[D]: Okay. So, basically, I've done my first year twice. Once in Perl Academy and once in NIFT. So, the workload over there in the first year was immense. Like at least I can say for NIFT it was like 1000x more. But the second year is more towards my liking. Of course, I get to have my own domain. It's lesser for me because it's just started. Like the STEM has just begun and like 20 days. It has been like 20 days since the semester has started and it's been decent. Earlier, it used to be like I was spending around four, five hours a day. And in the duty times or the end semester times, it was like sometimes more than 24 hours of working in a go. And like just taking 20- 30 minutes break. That's it. But this semester has been decent for now. It's not been that hard.
[MG]: Okay. So, the next question is what part of your academic work takes up the most time? Is it lectures, readings, assignments or exam prep? Arushi?
[A]: So, I feel like the assignments take up a lot of time as I'm doing textiles. So, it requires a lot of practical work and like I cannot do the work like in just one month. So, I have to like continue doing that assignment

or like that work for like the whole semester. So, I feel like that takes up most of my time rather than the exam prep.
[MG]: Okay. Ayush?
[AY]: Yes, Arushi mentioned that like I am in a department only. So, for me also like assignment takes a lot of work. Like it can't be completed in one month or something. So, it's throughout the semester. We are engaged in doing the assignment till the last part of the semester.
[MG]: Okay. So, what does a productive day look like for you academically and how is it compared to an unproductive one? Devanshi? I'm sorry. I'm just getting disconnected again and again. Again, I missed the question. Okay. So, what is the productive day look like for you academically and how does it differ from an unproductive one?
[D]: So, a productive day academically is like when I'm able to pull off my assignments by 12 at the night and I can get a good sleep also and I'm able to give my submissions quite on time without a lot of stress and mostly when I'm able to actually give time towards the thinking part, planning part and I don't have to rush away with my assignments. And how does it differ from an unproductive one? So, unproductive days are basically when I don't get to have a lot of time for my assignments. I'm just rushing towards things, not thinking deep, like not brainstorming well and like when I'm rushing towards assignment, it's also like my hands start shaking, my body just reacts a different way and I'm not able to concentrate in a good way. So, productive version is where I'm actually able to think away, I'm able to relax and also be creative at the same time.
[MG]: Okay. Ashnoor?
[AK]: So, a productive day for me is like not even if I'm not being able to complete my entire assignment, even if I'm doing a part of it, that is also quite a productive day for me. An unproductive day, yes, when I am quite lazy and I have not contributed anything towards my assignment. But that unproductive day also, I think it helps me relax and refresh my mind so I can be extra positive the other day. So, yeah, that's the thing.
[MG]: Okay. Arushi or Ayush, do you want to add something?
[A]: I think it's pretty much the same for me as well.
[MG]: Okay, great. So, the next question is, do you use any specific strategies to manage workload like prioritizing any subject or group study, etc? Ayush?
[AY]: No, basically it differs from the deadline, like teachers give a specific deadline if you have to submit the assignment on this date or something. So, we give the priority to that subject only. Basically, it's on a deadline that what teacher, specific teachers tell us to submit this assignment on this day. So, we work on like that.
[MG]: Okay. Devanshi?
[D]: It's pretty much the same for me. So, based on the deadline, the subject that is due early is the one that I'm giving more time towards like in general.
[AS]: Okay, so during the politics time, there was a setup for Kasha. So I was working there for seven days dealing with their clients. And basically, I was sitting in the store, I was the one who was actually even going back to last I was even making sure it was all going smoothly and dealing all the payments also.
[AS]: So I was there for seven days, but I've not been on a proper design internship. And I do feel like the pressure for not getting one. Because it's also that I've just done my first year and I've just entered the second so it's not that easy for me to get one.
[AS]: So there's some pressure to start it early. But yeah.
[MG]: So where do you think that pressure comes from? Like family peers?
[AS]: Not the family. It's not even from placement sales. It's like when you see your peers working in the industry, you sometimes feel like it's time probably you should also start working. But it's not even the pressure to the max.
[AS]: It's just that from within, we feel like we are 20 plus. And by this age, a lot of people are like well

scheduled and we just feel like it's high time to actually start in the industry and get to know more of how things are working out.
[D]: I think it's quite same for me. I have not done an internship as yet. And I am searching one. It is not a pressure from like, as she mentioned, it is not from anybody else.
[D]: It's like from within that it's high time I need to get one. But at the same time, I also think that it's the time I should focus on my studies and enhance my skills more. But on the same time, I feel that maybe like my peers are getting some sort of experience, which I think I'm missing out on.
[D]: So yeah, it's mixed feelings about that.
[MG]: Arushi, do you have something to add?
[A]: No, nothing as of yet.
[MG]: Okay, great.
[MG]: So the next question is, can you tell me about the extracurricular activity for student societies you are involved in? And what motivated you to join them? Arushi?
[A]: So currently, I'm not a part of any society. I was in the first year, I was a part of the Creative Society and the CSR. But I left it because of a lot of pressure of my academics.
[MG]: Okay, Ayush?
[AY]: So basically, in first year, I'm the part of every society. And I enjoyed doing all the society activities. But now currently, I am the Creative Society head.
[AY]: And like, I'm very much free, like, I mean, my hobby is like, I love to do art and creative stuff. So basically, I enjoy doing that, like, in my society, and it's become like a family, every person comes here, do the creative thing. And I also learned a lot of things from them.
[AY]: And they are also learning a lot of things from me. So it's very pretty and enjoyable and it's a family.
[MG]: Divanshi?
[D]: So in the first year, I was part of the Modelling Society, Looch. And I was also part of the Social Society and the Film Photography Club. But now, I'm basically just part of one, which is the Film and Photography. And I've left the other two because it was been very hard to cope up with all of these societies.
[D]: And we generally have to show up there every day for two, three hours for practices. So that was very hard for me to do with my assignments. And with the whole thing that I'm just doing up down now, I'm not staying in hostels, which like, not very feasible for me.
[D]: So for now, I'm just part of one.
[MG]: Ashnoor?
[AS]: No, I've never been a part of any society. So, yeah.
[MG]: Okay. So the next question is, like, have you ever felt that extracurriculars or internships or any other thing took your time away from the academics or vice versa? And can you please elaborate it with an example? Ashnoor?
[AS]: I think I need a particular amount of time and energy and enthusiasm for my workouts and my extracurriculars. But I think my academic takes up and drains me to the point that sometimes I'm just laying on bed for days and not moving from bed or my chair.
[AS]: So, yeah, that's the thing.
[MG]: So can you give an example about that?
[AS]: Like, for example, sometimes I have my lectures from 8.30 to 5.30 or 5.45, which cover up like mostly the whole day. And then I also have deadlines the other day. So I have to come home and complete my assignments. So there are many continuous days where I cannot hit the gym or I could go to attend any of my classes or anything like learn a new skill, which I have in my mind and it's in my to- do list. But I just miss out on those activities.
[AS]: That's it.
[MG]: Okay. Arushi?
[A]: So, I would agree on this with Ashnoor. I think extracurricular does need a lot of time and energy and

also extra time. So I feel like that's why, I mean, I do up- down every day. It's like a one- hour travel one side.
[A]: So I feel like I need that time for my assignments and assignments take up a lot of time. It takes me hours and hours to complete one assignment.
[MG]: Devanshi?
[D]: It's pretty much the same for me that they've mentioned. So like, there are times when I can't give time to work out. So they're just straining me out. So that in that case, I'm not even too like, you have time for my assignments and then both assignments get piled up.
[D]: So the same thing for me.
[MG]: Okay. The next question is, like, what does being a successful college student mean to you, Ashnoor?
[AS]: I think it's about not just that the fact that my assignments are complete is actually about the quality of my assignments. Like there are many peers, like even if they complete the assignments, the faculties would criticize it in front of the entire class. So I think I focus on the quality of it. And yeah, getting more internships, having more experience, enhancing my extra skills, which is not a part of my college curriculum is the definition of successful college student for me.
[MG]: Great. Arushi?
[A]: I feel a successful college student for me would be someone who is completing their assignments on time, is all sort of extracurriculars, and basically managing their time in everything. So I think that would be like a perfect kind of student for me.
[MG]: Devanshi?
[D]: Okay, so for me, it's like balancing life with college. So it would be like I'm able to give time for my extracurriculars, not just focusing on completing assignments and doing them in good quality, but actually learning something new every day. So if I'm able to actually talk to more professors and just learn some different things that are out of the curriculum, or maybe like get hands- on experience to things that are just being taught to us in the class.
[D]: So that is more of a productive thing for me.
[MG]: Okay. So when your schedule becomes particularly busy, what usually changes in your routine? Like which activities do you cut down on first? Ashnoor?
[AS]: Sleep. My sleep is the only thing that gets compromised. And hence my entire day goes on to be lazy. I do not have option to cut down from my college hours.
[AS]: So yeah, it's just sleep and workouts, as I mentioned.
[MG]: Okay. Arushi?
[A]: I think same, sleep and I think workout would be the first thing which I would cut down.
[MG]: Okay. Devanshi?
[D]: Same for me, like sleep, workouts and also lesser time on the phone, probably.
[MG]: Next question is, looking back, how do you feel about the way you currently spend your time? Arushi?
[A]: Sorry, how do I feel currently? How am I spending time, right? Right. So I feel like every day is different for me. Some days are pretty productive. I mean, I'm attending all the classes. After that, I am doing my assignments, going to the gym. But some days I feel like very unproductive and I feel kind of guilty for it. Those days are like I'm just laying on the bed, doing scrolling and basically not completing my assignments and delaying them.
[MG]: Okay. So like, is there anything you would like to spend more or less time on?
[A]: I think I would definitely like to spend less time on my phone. So yeah, and TV, of course.
[MG]: Okay. Ashnoor?
[AS]: I think it's almost the same answer as hers. There's nothing to add on.
[MG]: Okay. Devanshi?

[D]: It's the same for me though.
[MG]: Okay. So the next question is, can you recall a time when you had multiple important commitments at once, such as exams, internships or any personal commitment? And how did you decide that you need to focus on which commitment first? Ashnoor?
[AS]: I think depends on the level of seriousness. For example, if we just think about the assignments, I go for which teacher is going to take it more seriously or if they are seriously going to close the deadline, the length of submissions. Yeah, I think it is on the radar of the importance and which faculty or which other authority is going to be so serious about it.
[AS]: It's the level of seriousness and the amount of job in that particular assignment or work.
[MG]: Okay. So can you give an example when you had to do so?
[AS]: Like, as I mentioned earlier, end semesters are pretty hectic. So like when I have a lot of submissions in one day, I think I do it on the level of seriousness only. Like if I think I can talk it out with the faculty the other day, then I can ask for an extension. Then I keep aside that job and I focus on one subject, like subject A, then I focus on B, then C. That's how it goes.
[MG]: Divanshi?
[D]: So the one instance that I remember is when I was trying to appear for NEPT and at the same time I was going through my polls, so it was just one day apart, I still remember. I had a jury, like maybe on 5th and the 6th was my NEPT final paper that I had to appear for. And I didn't want to jeopardize any of those.
[D]: So I really wanted to make it up to both of them. So I still remember that time I had like a full- fledged timetable planned, that I can just give this much time to sleep and I have to do all my work in a particular timeframe. And that I was not socializing at that time.
[D]: I was not doing anything else in my life. I was just trying to figure out how I can balance both of these things together.
[MG]: Okay. Arushi?
[A]: So I think that this definitely does happen with me at the time of end semesters. Like there are so many commitments. So I think this has happened and like I have a family commitment, but I have an end semester the next day or a day after.
[A]: So I need to prioritize my end semesters and my assignments at that time.
[MG]: Okay. What are your future plans after bachelors, Devanshi?
[D]: Sorry, what's the question?
[MG]: What are your future plans after bachelors?
[D]: My future plans after bachelors is maybe like switching my role and going towards modeling as a full-time. Like that's the main thing that's on my mind for now. Other than that, it's like in this field, it's like to work under some brand for an year to gain experience and then probably open my own thing.
[MG]: Okay, great. Ashnur?
[AS]: For now, it's that after I complete my graduation, I would want to pursue master's in the same specialization. And I have not given much thoughts what I would be doing after that as of now.
[MG]: Arushi?
[A]: So after bachelors, I want to work for two to three years to gain experience in the industry. And after that, I would like to do master's. I'm not sure right now if I want to do it in the same domain or I want to explore and study some other domain. So yeah, that's what I've thought.
[MG]: Okay, so before we wrap up, is there anything about student life, time management or balancing different responsibilities that you feel is often overlooked but is important to discuss? It would be great if you can give an example. Devanshi? Ashnur?
[AS]: Sorry, I missed your question.
[MG]: Okay, so is there anything about student life, time management or balancing different responsibilities that you feel is often overlooked but is important to discuss? And it would be great if you can give an example.

[AS]: I think, of course, spending my time on my devices. If I reduce it apart from my assignments, if I'm not on social media, I think social media takes up a considerable amount of my time. And most importantly, as I mentioned, the first thing that I go to compromise is my sleep.
[AS]: But I think it is the most important. That one day, for example, if I have eight hours of sleep, I can do the four- hour job in like two hours. So my productivity just enhances on its own.
[AS]: So I think that's the one thing which I personally overlook but is important.
[MG]: Okay, Arushi?
[A]: So I feel something which is overlooked is definitely time management. Because as Ashnur mentioned, social media takes up a lot of time. And we are not able to give time to our assignments or to our deadlines. So that is even I feel personally I want to work upon. As well as stress.
[A]: I mean stress happens because my assignments are not complete and I'm delaying them and then the deadline comes. So that is something I definitely want to change and complete my assignments on time. So yeah, I think these two things are definitely something which should be more mentioned and overlooked.
[MG]: Okay. So is there anything about your routine or workload that we haven't touched on that you think is important for this research and you guys want to discuss about it? Ashnur? Arushi?
[A]: Yes, I think you have covered mostly all the aspects and the topics.
[MG]: Okay, great. We are done guys. Thank you so much for joining. It was really insightful to hear you guys.

1. Students' FGD

Engineering Stream

Stakeholder	Students
Stream (if applicable)	Engineering
Meeting Date and Time	15th August 2026, 9:00 PM
Mode	Online
Interviewer Name	Manvi Garg, Aryan Agarwal

Participant 1

Name	MR
Age	Not Specified
Gender	Female
College Name	Bennett University
Course Specialisation	B.Tech CSE (AI/ML)
Current Year of Study/Passout Year	3rd year
Day Scholar/Hosteller	Hosteller
City of Residence	Ghaziabad
No. of drop years if any	0
Current Job Role and Company	NA

Participant 2

Name	HA
Age	-
Gender	Female
College Name	Maharaja Surajmal Institute of Technology
Course Specialisation	B.Tech IT
Current Year of Study/Passout Year	3rd year
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	-
Current Job Role and Company	NA

Participant 3

Name	MS
Age	19
Gender	Male
College Name	NSUT (Netaji Subhash University of Technology)
Course	B.Tech IT
Current Year of Study/Passout Year	Third year
Day Scholar/Hosteller	Hosteller
City of Residence	-
No. of drop years if any	-
Current Job Role and Company	NA

Participant 4

Name	KS
Age	19
Gender	Female
College Name	Sushant School of Art and Architecture
Course Specialisation	Architecture
Current Year of Study/Passout Year	3rd year
Day Scholar/Hosteller	-
City of Residence	Gurgaon
No. of drop years if any	-
Current Job Role and Company	NA

Participant 5

Name	PG
Age	20
Gender	Male
College Name	Shiv Nadar University, Delhi NCR
Course	Btech CSE
Current Year of Study/Passout Year	3rd year
Day Scholar/Hosteller	Hosteller
City of Residence	Ghaziabad
No. of drop years if any	0
Current Job Role and Company	NA

Participant 6

Name	VS
Age	21
Gender	Male
College Name	Delhi Technological University (DTU)
Course	B.tech Electrical
Current Year of Study/Passout Year	3rd year
Day Scholar/Hosteller	Hosteller
City of Residence	Delhi
No. of drop years if any	1
Current Job Role and Company	Student

TRANSCRIPT

[PG]: Hi everyone, I am PG Gupta, currently I am 20 years old and studying in Shivnath University, B.Tech CSE. I am residing in my hostel only, it's a residential campus.
[MG]: Okay, Tanishka, please go ahead.
[KS]: Hello everyone, my name is Tanishka and I'm 19 years old and I'm studying architecture in Gurgaon.
[MG]: VS, please go ahead.
[VS]: Yeah, so hi everyone, my name is Radeep Singh, I'm 21 years old and I'm currently pursuing B.Tech from Delhi Technological University, electrical engineering. And yeah, I'm a hostelter, it's a residential campus.
[MG]: Okay, MR, please go ahead.
[MR]: Yeah, hi everyone, I'm Manvi, I am in B.Tech CSE and specializing in AIML as well. And I'm also residing in the campus, I'm a hostelter.
[MG]: MS, please go ahead.
[MS]: MS, please go ahead. Am I audible, guys?
[MG]: Yeah, yeah, you're all right.
[MG]: MS, can you hear me? Hello, can you hear me?
[MS]: Yeah, please go ahead.
[MS]: Yeah, I'm MS, I'm currently 19 years old, I'm studying in NSUT, Netaji Subhash Institute of Technology and I'm in my third year right now.
[MG]: So we can officially start with the question. So it will be an open discussion, everyone has to participate. The first question has to be answered by everyone. After that, I'll just pick the one who has to answer it. And you can add on where you feel like that your experience is different.

[MG]: Okay, so the first question is, can you please walk me down to your typical weekday from waking up to going to your sleep and everything in between? And how does it typically differ from your weekend? And MSi, we can start from you.
[MR]: Yeah, sure. So right now, my classes are not going on. And I recently took part in the student cabinet, which is an like official body for all the BTech events that are happening. So my day basically goes into meetings and everything. And typically, it is all about, you know, like doing PR stalls and outreaching. Right now, I'm invested into this. But I'll be starting my classes on Monday. So from Monday onwards, I think I'll have a whole routine on going to classes, the gym and everything.
[MS]: So basically, I've already started my third year and my classes have already begun. And basically, like, on a weekday, my classes begin at nine. And I have two classes per day, which are like of three or four hours per class. And then I end my college at five. After that, we are required to do submissions for the next day. So that's how my weekday goes. And for weekend, we usually have site visits planned or where we are designing. So weekend, one of the day goes into just visiting the site. And the second one is usually again, it just goes into work.
[KS]: Right, so my third year has started as well. And my classes are ongoing. So my schedule is heavily dependent on my timetable. And my classes start at 8am at the earliest and can go up till 6 in the evening. So depending on that, I have to wake up at like around seven o'clock. And if my classes go on till six, then yeah, I'm busy throughout the day. And depending on how bad my day is, the rest of the activities follow as well. Like, if we're talking recreation, going to the gym, or like playing badminton, anything like that, it really depends on how busy I am throughout the day. And if I've got any other assignments or any other work pending. And yeah, that's it for now.
[VS]: Yeah, weekdays usually differ when my classes start. But usually, they start around nine or 10. So I wake up an hour and a half before that and get ready to go for them. The classes again, go on till three, four. And some days they get over early, but usually it's three or four. Then I just hang out with my friends for some time, come back to my flat. And then I relax for a bit just and I study what I have to do plan for the day. And yeah, on weekends, I'm a little more relaxed. I get a little more, I get in a little more sleep. It's almost the same. I get a little more sleep. I do everything the same routine, but just in a more relaxed manner.
[MS]: Yeah, so for the past couple of days, we are having an event in our college, VOW event, basically multiple companies come there. So as a student ambassador, for the past few days, I have been invested in that. Now that my classes are going to start from Monday, it's probably going to be classes, then back to then classes. So yeah, that's it.
[MG]: Okay, so let's move on to the next question. Okay, so you all are in second or third year. So how do you think your routine has changed since the first year?
[KS]: Honestly, I don't think it has much because like when, you know, like my whole semester is based on one design project. So every semester we do one or the other project. So my six months are very similar to another six months. So we have been following the same process since first semester, like going on sites and then building on it, then the construction of it. So it has been pretty similar, although the level has gotten harder and harder. But in terms of time management, we have gotten better. But there hasn't been much of a change.
[MR]: For me, it is like a significant big change. In my first year, I used to have like a lot less classes than I have right now. Three, four classes, one, one hour each in the first semester, I would say. And right now, I think out of five days, three of my days goes from like 8.20am to 5.30pm, I'm all occupied.
[MG]: Okay, so the next question is, how would you describe your academic workload this semester? Is it heavy, manageable, light?
[MS]: It is manageable, if you study in the class, but if you're studying in the end, it is a lot, like near to the exams.
[VS]: So quite honestly, I would say that the academic load this semester is pretty heavy. And this semester

is, it is quite infamous for being pretty difficult. Like, during your B2B journey, it is said that the fourth and the fifth semester are quite important, especially because the number of credits that you have, the number of subjects that you can take in a semester, they differ, especially starting from the fifth semester, you can take a certain number of subjects of your own choice. And if you take more subjects than other people, then of course, your workload will be much higher than other people. So I would say it is one of the tougher semesters. And you need to put in a lot more work and effort if you wish to score well.
[MG]: So what part of academic work takes up the most time, be it lectures, reading, assignments, or exam prep? And what does a productive day look like for you, for academics? MS?
[MS]: It differs, actually, from what I have going on right now, what do I need to do. But a typical day would be coming back, revising, or at least sort of understanding what happened in the class, because most of the topics taught in the class are very high level, and it takes time to understand them on your own. And then again, you get back to what you want to do, like, being in third year right now, you need to decide, do you want to go for master's? Do you want to sit for placements and all of that. So the time goes in that as well.
[MG]: So do you think it is productive?
[MS]: It is productive to an extent. Some days, there are some days where I can't be very productive, but it's all part of the process.
[MG]: Does anyone have anything to add? MR?
[MR]: Um, okay, so if I would say, right now, as we're in third year, obviously, so we have a lot of things going on, we could sit into placements, I would definitely agree with MS, or also we could think about doing master's after this. So the whole day goes into understanding if we have to study DSA, or if we have to complete our assignments, or do we attend lectures. So all of this is going on. And I believe this, I think it keeps us busy, I think. So if that's the definition of productive, we are looking for.
[MG]: So do you use any specific strategies to manage workflow, like prioritizing certain subjects, group studies, or skipping classes to just catch up with your friends?
[VS]: Right, so I would say that it's something which differs from person to person, like, and even when it changes with time. So if we talk about first semester, I was the sort of person who would prefer to study alone in my own room. But then as time went on, and if we're talking about the current period of time, I like to go to the library with my friends and engage in group study sessions, because I feel like that's a place where everyone is in a certain focused mode of sorts. And they can engage in a very productive study session, especially if the topics and the subjects that you're studying match, if you're with your classmates or with your friends who are enrolled in the same subjects. And you can engage in pretty fruitful conversations as well, where you're learning together. So yeah, I would say that's one strategy.
[KS]: Honestly, in a design college, you have a lot of different credits for each subject, like most of my subjects are three or two credits. But two subjects are eight and six credits. So design and construction are really important. So the work is prioritized for them. Also, in terms of time management, I feel like I don't know what is productive, because you never know when your design might be rejected, or some or the other factor may affect the site. So it's just how much of a better idea or how much things you can cater to. So it can take two hours or it can take five minutes too. So it's just like a brainstorming thing.
[MR]: I believe everyone should do an internship. This summer only, I did an internship in a defense company. I was responsible for researching up the stuff they told me about. And yeah, I believe everyone should do an internship to know about work culture and all.
[MS]: Yeah, so I guess internship provides you with a great exposure and experience. So this summer, like I also did an internship. I did one with CCIS, which is a government, which is like a government office. It comes under Ministry of IJUS. So yeah, like there, I worked as an IT intern. So there was a lot to learn from seniors as well. And then you learn about collaboration and there are different things coming up every day and then the deadlines. So yeah, it was like a nice experience. So like in our field, I believe there is, there are like endless things to learn. And we, you know, like technology keeps evolving. So there's like no end to

learning things. So yeah, internship definitely provides a great exposure, I believe.
[VS]: Yeah, so I also did an internship this year. I was a summer intern at Bellblaze Technologies. That's basically an AI and cloud-based company. I believe that if I wouldn't have done it, I would have lost like a lot of good stuff, literally. I mean, I went there, I learned a lot of cool stuff. And I think it's very important to go out in the real world, even if you're sitting for eight hours researching on something or building something. It's really, really important. I feel like everybody should experience it at least once before going for placements.
[MS]: Yeah, I believe everyone should ideally go for an internship. As of right now, I've completed two internships. One was in a defense organization where I was working on simulations that would help in naval combat. And another one was in a telematics organization where I was working in UEDA, which is User and Entity Behavior Analytics, and SEPM, which is Security Information and Event Management. These are both AI-assisted enterprise security and operational center tools, basically, which helps in company security, basically, the type of stuff that an IT cell of a company tells him. So yeah, it was a really good learning experience. And I would hope to complete four to five internships in total by the end of my degree.
[MG]: That's huge. That's huge. Okay, so the next question, can you tell us about the extracurricular activities of student societies you were involved in and what motivated you to join them? MS, can you go ahead?
[MS]: I was in a couple of societies in the starting in the first year, but I left them. I didn't have a lot more priority, but I had an interest in cricket before joining college. It didn't convert to anything as such. So my college does not have a lot of societies. But since I'm a pensive person, I chose publication society. We basically publish newspaper. No more time to spend in more societies. I think publication has worked pretty well for me. And that's something to add here.
[HA]: So I've tried different societies, but gradually, as now I went to third year, most of the societies are more focused on freshers than newbies now. So earlier, I was in a debate society. So that was a good experience. But now I also tried ESEL. So there also we had E-Summit and different stuff related to entrepreneurship. So now I am in Geek Room and one more is Google Developer Groups, which is again an EIML based society. So yeah, that's it for now because most of the things start getting overlapped because of the academics and other stuff. So societies and co-curriculars do suffer, I guess.
[MG]: Okay, so I was asking that, did you ever feel that extracurriculars and internships took away your time from the academics? Let's put an example.
[VS]: Yeah, definitely. Basically, till my second year, I was involved in Mechanical Engineering Club of our college and we had a few competitions and I feel like that took significant amount of time from my academics. And my academics did suffer that year. But the internship since then, like summer break and all, they don't really affect your academics. It's an opportunity to learn during that time.
[MG]: Okay, so the next question, what do you think that what does being a successful college student mean to you? MR?
[MR]: Um, I think that everyone has their own journey and nobody is perfect in everything. Somebody starts early, somebody starts late. I feel like there's nothing as such as perfect college kid. But whenever, you know, it strikes in your head that you have to start doing stuff, you have to upskill yourself or you have to start working on something or building something. I think that's when your best self comes out. And I think one of the most important things that I recently learned was time management. I don't think so that being perfect is all you need. I think if you are being consistent and you're managing your time, I think it yields you like much better stuff. So I don't think so like the concept of perfect exists. But being consistent and giving your best is something you should do.
[MG]: Okay, so when your schedule becomes particularly busy, what usually changes in your routine? What activities do you particularly, particularly cut down on first?
[HA]: I think that could be seen because like when your schedule gets really heavy, for example, like we

have NASA competitions. So like when you are in college, you only get one or two projects which you're working on, which really limits your vision. So you have to participate in different competitions to explore your specialization. So I've been doing a lot of competitions and one of the major competitions we do is So in that during that time, you know, you have a lot of load, you know, because the academic pressure is already there. You have mid semps approaching and you have end semss. Your submissions are continuously like there's a submission every week or every day. So sleep is the one that suffers the most. I think another thing is you do have to cut down on the college part of it because when you're doing competitions, you have submission deadlines, which you cannot really ask the extension for. But I think the professors understand this. So that's a burden. The society is really shut down at that point when there are major competitions. So three things.

[VS]: Right. So I would say that when there's a time crunch and academic leave, it's the recreational activities which have to take a step back for most. Like, you know, going out with friends, hanging out with them, or like if you are into sports of any sort, playing badminton, for example. Or maybe to give time to certain hobbies and self-studying for your own development. You have to put a stop to that for a while, especially if you've got exams coming up. And I do definitely agree on the cutting down on sleep part. That is something I would agree that most people do have to comply with, especially during exam time. Most people are up starting at least 2 or 3 a.m., and that is the norm during college life. I would not say it's a very healthy routine to follow, but then again, it's not very realistic for people to go to sleep at 10 a.m. and then wake up at 5 for their exam prep. Because the syllabus is quite vast for the majority of people, and there is a time crunch most of the times. So there are compromises that you have to make, definitely.

[MG]: So the next question is, looking back, how do you feel about the way you currently spend your time? Is there anything you would like to spend more or less time on?

[MR]: I definitely think that most of my time right now goes into studying or, you know, doing the essay or learning about new stuff related to my course. So I definitely sometimes feel that I'm missing on spending time with my friends or having my own personal time. But I do believe that, you know, like giving all of me in these six months will literally save my six years. So yeah, that's what I feel right now.

[MG]: That's a good perspective.

[KS]: I feel like I also give a lot of time to my academics right now, or most of my time goes in college. But since I live away from my family, I would like to go back more, you know, spend time with them. And the second thing would be, I like to travel, which is already part of, you know, my profession, because there's a lot of visits planned. But I would like to travel more of my choice.

[HA]: Yeah, so definitely, like, if I would get more time, so I'd be like a little more chill because I believe I overexert sometimes. And like, I just get occupied with stuff and I'm unable to give that time to my friends or family. So maybe that too. But yeah, maybe sometimes I feel that it is also necessary, like, very lightly as Manvi said that, like six months what we put in are going to be of fruit in the next six years. So like that, that's not the guilt part. But yeah, like, if given the chance, definitely I'd be more chill and would be doing things that I like, probably sleep a little more, because the sleep schedule, of course, gets messed up. So yeah, these things only.

[PG]: So in my case, I would say that if I get a bit more time to spare, I would definitely take out some time from college-related academics and put them into self-study, because I'm actually aiming to pursue master's abroad. And I would look into maybe learning the language required for studying in that country where I would be pursuing my master's degree. I would like to learn more about the career path that I'm going for. That is what I'm doing at the moment. Like, at least I've tried to do that, plan out a path for myself so that it could be a fairly smooth transition when the time actually does arrive. I would make projects that would help me apply to the required universities and, in a way, enhance my CV. And yeah, that's it. Mostly it's related to self-study and things that would progress my career path, in a way. I'll digress from that. So, the next question.

[MG]: Can you recall a time when you had multiple important commitments at once, like exams,

internships, society work, or any other personal commitment? And how did you decide to focus on one of them?
[MR]: Yeah, so this was during the last internship time. I had quite a few things. Not society, but obviously I had to study for the exams. I was on board, I was talking to my intern with the HR, so I had a few rounds of that. I had to, again, amp up my skills for those rounds. So, during that time, I think the main major skill which is required is to know what the priority list is. Like, to jot down a priority list. By the end of the day, I need to finish this much, so that tomorrow is a little lighter. I can't keep piling it on, so that my next day becomes heavier. So, that's what I did. I made a list, which made me realize, okay, I need to complete this task within this amount of time. Or if not, complete this at least by the end of the day. So that helped me structure the day.
[MG]: PG?
[PG]: I wouldn't say recall, but definitely this is something that I'm going through right now as well. As I told you, there are a lot of commitments. I'm in the student cabinet. Obviously, I had to learn things apart from what I've been learning in the classroom. So, I think what I talked about, like time management and everything. So, I would say this is the time. I think academically, when I have a lot of work to do, I just keep on working because that's the only thing in my control. But when it comes to personal and academic, so during festival times, you have a lot of commitments with family and friends. So, you will have to, you know, manage your daytime with your friends or family and then you'll have to work at night, so there's no option.
[MG]: So,before we wrap up, is there anything about student life, time management or balancing different responsibilities that you feel is often overlooked by it, which is important to discuss? This is a question to everyone. Starting from you, HA.
[HA]: Yes, I feel there are some things which we do not address often and they should be discussed. We should feel safe and we should be open to discuss it with our friends or with our family because a lot of times, like the last question that you asked, so there are times when it actually gets tough to manage stuff. Maybe while discussing with our non-tech friends, so there are things which should be openly addressed and more of this like RC cycles being messed up or like how we're devoting time to different stuff and prioritizing things. So, maybe like we should have more of the friend circles where we can be open, like discussing this stuff. So, yeah, that's what comes in my mind at first.
[VS]: Right. So, I would say that when things get tough and extremely busy, it is quite important that one takes a break and you know, so that it does not lead to burnout. Because especially during exam times and all, when you're low on sleep and you're studying all throughout the day, you can start getting migraines and maybe even start feeling like you are not putting in enough efforts and it can lead to low self-esteem or frustration. And at that point of time, it's really important that you do step back and reflect on the things that you're doing. Maybe talk it out with your friends who might be in a similar situation and that might help in a way and may lead to some self-regulation, which is quite important in my opinion.
[MG]: So, lastly, as we wrap up, is there anything about your routine or workflow that we haven't touched and you guys want to add up? Anyone?
[MR]: I think I have given the gist of it. But just to add, I think, like, when you're on your internships and when I was on my internship, so my, the firm I was working under specialized under luxury apartments. So when doing so, I realized that I really didn't know that much about things because the college work and the office work differs a lot. So there's a lot of gap between these two things. Also, when you're working in competitions, you are working into a very futuristic look. So you're expected to, you know, bring prototypes, you know, work like an engineer. But when you are in college, you work like a designer. But when you come to an internship part, you work like a site engineer or a construction consultant. So I think there are a lot of gaps between spaces and it's just a lot of overload of because you learn urban planning, you learn city planning, you learn interior designing, you learn architecture, you learn construction. So it's like a lot of things mixed up.

[KS]: No, nothing much. I think I have said everything.
[HA]: Yeah, like I would very much agree with what Manvi and Videep just said. So there are actually a lot of gaps between what we actually study in college and what we are supposed to do in our profession. So that gap should be addressed more and college should also be more liberal and should allow us to pursue things because if we stay more oriented on the academic stuff, so we won't be able to have that practical knowledge of the stuff that we are actually going to do ahead. So and then definitely there comes in the self-doubt and those stuff. So and the feeling of never actually doing enough. So that should be addressed more and there should be like open discussion about this. Now that's all.
[MG]: It was really informative session, guys. So thank you so much for joining in.

1. Students' FGD

Liberal Arts Stream

Stakeholder	Students
Stream (if applicable)	Liberal Arts
Meeting Date and Time	16th August 2026, 7:30 PM
Mode	Online (Google Meet)
Interviewer Name	Saanvi, Aryan

Participant 1

Name	AG
Age	-
Gender	Female
College Name	Gargi College, New Delhi
Course Specialisation	Bachelor's of Arts
Current Year of Study/Passout Year	Third year
Day Scholar/Hosteller	Day Scholar
City of Residence	New Delhi
No. of drop years if any	-
Current Job Role and Company	NA

Participant 2

Name	RC
Age	20
Gender	Female
College Name	Gargi College, New Delhi
Course Specialisation	Bachelor's of Arts
Current Year of Study/Passout Year	Third year
Day Scholar/Hosteller	Hostel
City of Residence	Uttarakhand
No. of drop years if any	-
Current Job Role and Company	NA

Participant 3

Name	AK
Age	-
Gender	Female
College Name	Gargi College, Delhi
Course	Bachelor’s of Arts
Current Year of Study/Passout Year	Third year
Day Scholar/Hosteller	Hostel
City of Residence	Silchar
No. of drop years if any	-
Current Job Role and Company	NA

Participant 4

Name	DK
Age	-
Gender	Female
College Name	Gargi College, New Delhi
Course	Bachelor's of Arts
Current Year of Study/Passout Year	Third Year
Day Scholar/Hosteller	Lives in PG
City of Residence	Patna
No. of drop years if any	-
Current Job Role and Company	NA

TRANSCRIPT

[SP]: Hi, I'm Saanvi from GAEE India. We're studying how students manage their time while balancing college, coachings, self-study, internships, and personal life. We're interested in understanding your daily experiences, the choices you make and how everything fits into your overall routine. There are no right or wrong answers, we simply want to hear about your perspective.
This conversation will take around 30-45 minutes. Everything you share will remain confidential and will only be used for this research. Is it alright if I record this conversation so I can focus on listening instead of taking notes? You can ask me to stop recording or skip any question at any point.

[SP]: Let's start with the first question. You all are in serious years right now, so how do you cope up with stress?
[AG]: For me it's sports. If I'm stuck on something hard, I take an hour away from my phone, laptop and notes. When I come back I usually see the problem differently.
[RC]: Mine is long walks in the park with music. This is our final semester, so I'm trying to balance internships and coursework while also wanting to actually spend time with friends.
[SP]: Do you feel the workload is evenly spread through the semester, or concentrated around specific periods?
[DK]: No, my biggest issue is the long gaps between classes. They break my study flow and drain my energy. It also makes offline internships nearly impossible, because they clash with attendance requirements.
[AK]: I'd add that I come from a small town, Silar in Assam. People there think only engineering or medicine count as real paths. My advice is to trust your own path, whatever people say.

[SP]: What's the most frustrating thing that you have felt this academic year?
[DK]: Honestly, I'd like to choose subjects I'm interested in, but we're locked into whatever our department requires.
[SP]: How important do you think internships are for someone in your course/field? Why?
[RC]: Internships in psychology are hard to find. You either pay for them, or you need an excellent CV to land one of the rare unpaid or stipend roles. They eat into study time, but the experience is worth it.
[AG]: For Economics, you have to keep upskilling in AI and ML to stay competitive. Sometimes that distracts from the actual Economics curriculum.
[DK]: It's harder for BAP students. Recruiters think the degree is too general, and placements are often limited to specialized courses. We're left with fewer roles, and they're often unpaid or poorly defined.
[AK]: Arts students feel the pressure too. You have to be exceptionally good to be taken seriously. Being an average student isn't a safe option the way it is in BTech or BCom.
[AG]: Economics is rigorous, but the job market rewards it with caveats. You usually need hyper-specialized skills, networking and some luck, not just good grades.
[SP]: Okay, so how do you all prioritize when everything piles up? And would you give up sleep for it?
[AG]: It depends on passion. If I love the task, I don't mind losing sleep. But I try to finish early so I'm not pulling all-nighters.
[DK]: For me it's about urgency. A major submission is an emergency, so I'll stay up. Routine work isn't worth it, and I avoid all-nighters if I have early classes the next day.
[RC]: I go by commitments. If I've promised something to a senior or a boss, my credibility depends on following through. But if society work starts feeling forced, I'd rather find a replacement than sacrifice sleep.
[AK]: Please don't pull all-nighters. I did before an exam and my performance suffered. An early routine keeps your head clear.
[SP]: Can you tell us about the extracurricular activities or student societies you are involved in? And how did they affect your academics?
[AG]: On societies, my debating society experience was great. I kept society time and academic time strictly separate, and it didn't hurt my grades or social life.
[DK]: Mine wasn't. A teacher pushed me to leave my choreography society because she believed extracurriculars ruin academics. I could have balanced both, but the pressure made me quit. It felt unfair.
[RC]: I left theater in first year because the psychology workload was heavy. I think the balance is hardest in first year, when you don't know what college expects.
[AK]: I never joined any societies and I'm happy with that. It let me focus on my degree and my well-being.
[SP]: Have you ever felt that participating in student societies or extracurricular activities required you to make trade-offs with other aspects of your life? Like attendance?
[AG]: Giving marks for attendance is unfair. People miss class for all kinds of reasons, like moving houses or doing internships. A minimum, say 66%, is fine for exam eligibility, but it shouldn't count toward grades.
[AK]: It can also be cruel. I was scolded for missing class when I had typhoid. There's no empathy.
[RC]: Mandatory attendance in subjects like EVS or Hindi is especially frustrating. It takes time away from skill-building, internships and self-study.
[DK]: Agreed. And if online attendance were allowed, I think we'd participate more. Nobody wants to travel far for a lecture that isn't productive.
[RC]: Same. Online options would help a lot.
All: Agreed.

2. Alumnus Interview

Law Stream

Stakeholder	Alumnus
Stream (if applicable)	Law
Meeting Date and Time	16th August 2026, 7:30 PM
Mode	Online
Interviewer Name	Manvi Garg [M]

Participant

Name	Adv. SG
Age	-
Gender	Male
College Name	Bhartiya Vidya Peeth College, Delhi
Course Specialisation	Law (five-year course)
Current Year of Study/Passout Year	Graduated approximately 1.5 years before interview
Day Scholar/Hosteller	-
City of Residence	Delhi
No. of drop years if any	-
Current Job Role and Company	Advocate practicing in Delhi District Court and High Court; enrolled in a Delhi-based firm

TRANSCRIPT

[M]: Okay, so hi, I'm Manvi from GAEE, India. We are currently studying how students and colleagues spend their time, how they actually get out later, once they're out working. And there are no right or wrong answers, we are simply interested in your experience sitting back. This should take about 30 to 40 minutes. Everything we share will be confidential and you can ask me to stop any question anytime. Okay. So, the first question is, what does your day-to-day routine look like on weekday and how does it differ from your weekend?
[SG]: So, I'll start with a little introduction of mine. So, I am Advocate Subhan Goyal, currently practicing in Delhi District Coach and High Court as well. So actually, currently I'm enrolled in a Delhi based firm also. So, my daily routine looks like I have to get up early because the coach starts at 10. So, we need to reach by 9.39 and due to that I have to at least get up by 6.30. So, its term being a non-early person have to get up early in the morning and it is followed by the daily court appearances with the continuous with the office work till 5.30, 6.00, 6.30. That depends on the work and during that I can, I get some personal me time also of one hour during the lunch time and after that I get home and I help my mother with some work daily homework and then I have to prepare myself for the next day and then I get back to sleep. And how does the answer to your second question that is how is it different from the weekend? So, weekend includes, doesn't include my court work and it includes the regular pending works I have from other, suppose like I'm doing, if I'm doing other academics because I have all, I'm also interested in judiciary. So, I do my daily targets of completing, you know, bare acts or anything, any academic work that I complete on the weekend part and any other co-curricular things related to home that I complete on the weekends and of course the rest that is much needed.
[M]: So, like do you feel productive in some days or not? Do you want to change something about your, in structuring your day for better productivity and sleep allocation?
[SG]: Okay, so of course like some, not every day is the same. So, on some days I feel very productive because that is my personal opinion. When I feel more productive when there is a lot of work and I have to do a lot of work like from, for home also, for office also and for my own also. So I would add a suggestion in this that even if just take out some me time for yourself so that you don't feel that you didn't give time for yourself. Either it's watching Netflix or something or reading a book, anything or whatever is your hobby. So do half an hour or one hour thing in entire day so that feels more, that adds on to your productiveness of the entire day and product, that is wholly my concept of productiveness in the entire day.
[M]: Great. So, my next question is looking back at your college years, how would you describe the way you allocated your time across academics, internship, extracurricular, social life or personal well-being?
[SG]: Okay, so I consider myself as a multi-dimensional worker in during my college times of course because now it's getting a little difficult to manage it all. But during my college time as it was a five-year course, so even in during my college I was very involved in the co-curricular activities and plus being a professional course, it actually needed my academics. Of course, every course needs academics and plus they were a little more towards the court exposure that also was needed and plus there were a lot of much needed internships. Everything was done and even if I recall it back to one and a half years back, so now I find it difficult how I used to manage. But at that time it was like that was my interest. If you have interest in anything, you'll take out time for that thing. I have interest in academics that I used to manage it all during my internals, during my externals like studying before time, not leaving it for the next day, doing it as if that is the deadline. You don't have to wait for the deadline. Of course, you'll miss out that. So you have to do it today. There's no tomorrow. Secondly, being part of the curricular activities, it takes a load of your time and energy. So, if you are involved in that, good. And if you're not involved in that, that is also fine. That doesn't add up to your CV basically. But that actually makes up your mind because that will change your personality completely. Because I am saying that by experience because how I used to be in school, I got completely changed in my college time. So that is really helping me now in office. So I'll

recommend everyone or whoever listens to this that being a part of co-curricular activities and managing your time with co-curricular activities with your academics is very important. That will give you a lesson for your future life and your future career.
[M]: I definitely agree. Okay, so do you think this changed from year to year? Like if we compare your first year and the final year, so did you notice some changes?
[SG]: Um, yes. So, um, first of all, time management, that is basically, it is not a fundamental rule that we, uh, fundamental ruling. Yeah. This is not something anyone will teach you. Either it is your parents or your any mentor. It is something you have to hit and try it on your own basis. When I was in first year, I was completely new to everything. So, it was my own analysis that of, okay, this suits me and this doesn't suit me. So, I'll go with that. Maybe on the second year, which thing used to suit me, doesn't suit me anymore. So that depends on the opportunities you get in future. First year, maximum of the times, 90% of the time students don't have internships. So they don't tend to manage their time for the internship part. They focus on getting into college, getting settled up, knowing the faculties, knowing the college and how is this course going to help their career and how is that going to build up? That is first and second year. And once you get into the, um, you know, end towards the end of your course, then you get to know that of course you have to start earning now. You have to go towards the job part. You have to go towards the internship part. Then you start managing your time and that will help. How will you know that? After you hit and try methods on your own set. This works for me. This doesn't work for me. And maybe on the, until you get to your final year, that will completely change your perspective in first year, your perspective in five, fifth year, you'll see another yourself. If I am Sugandh Goyal in first year, I might see a new Sugandh Goyal by the fifth year. That is for sure. And that doesn't depend on your academics well about that is solely on how involved you were in your entire course. Either it was in developing your personality or in developing your CV through academics that depends on you, which career path you choose.
[M]: Right. So, like, were you generally satisfied with how you managed time? Or do you think some activities consumed more time than they were worth it?
[SG]: Okay. So being, my college life was very, you know, anyone, chitne bhi logon se main mili hoon, either it is my classmates or during my practice time. No, I have never met a person, a single person who has ever been satisfied from their college life. Everyone, you know, have been very regretful, ki shayad unhe aise nahi aise karna chahiye tha, aise nahi aise karna chahiye tha. But I myself has been very vocal that I was very 100% satisfied with my college life, that it wouldn't have been so, you know, great that I like how I wanted. Maybe it's not very fascinating for the others. But jaise mujhe apni college life chahiye thi, mujhe waise hi mili. And wo waise hi maine apne liye banayi hai, that no one helped me out. That is because I managed my time from day one of my college, because it started with COVID, of course, like two to three months of my college life in beginning went in COVID. So, after that in second semester till 10th semester, I was fully involved with co-curricular activity, it was one of the activities that I was not involved in. And being the president on obviously I had other responsibilities also that I managed well with my academics, I scored more than good, I scored around 90-95%. So, I was very satisfied with that also. And being if we say about the career wala part, because co-curricular never helps around the career na, earning wala part. So that also I helped myself after, you know, attaining that good internships and plenty of internships. And after graduating, I scored a good job also. So, I am very satisfied with each and every point, either it is co-curricular, academics or internships or job where I'm very satisfied.
[M]: That is amazing. Okay, so the next question is, looking back which college activities gave you the greatest long-term benefit, be it societies, competitions, networking, hobbies, academics, anything?
[SG]: Okay, so benefit, I'd say obviously academics, because it is a professional course. And this course in requires study from beginning to the till the end of my career. And obviously, the academics wala part, but I'd also say the co-curricular activities that I was involved in, that actually helped me shape my personality. So, I would say that that was a part of the benefit, because agar me personality nahi hoti, agar main aapke interview de pahar hoon, toh that is because of that only, ki shayad agar maine hi sab nahi kiya hota, toh I

wouldn't have, you know, been able to speak up in front of anyone or been able to succeed towards what I'm doing right now.
[M]: Right. Absolutely. Okay, so the next question is, how has the shift from college to your current work has been? Like, what is the main difference that you see in a positive or even in a negative way?
[SG]: Okay, so college time is obviously the happier one. You know, you go to college, you can obviously go to college at any time that you wish until unless you have an attendance shortage. So you have people around you, or that are, you know, of similar ideology, as you have, they have, you know, even they are seeing out ki kya chal raha hai, they are also, you know, saying ki kya karna chahiye aage. Aap dono ki same personality hoti hai and you can take guidance from the faculties, but that is all fine. That is all just, you know, seeing around. And, but when you graduate and you enter into actual, the practical life, I would say, because I'll say, if mujhe apne comparison karna ho, from the college life to the office life, toh I'll say the college wala part is all theoretical. Jo aapko sirf dimaag mein sirf dala jaata hai ki aisa hoga, waisa hoga. But the office life is practical zone, wherein you practice all of that theory. So jaise jaise, and theory wala part and practical wala part is like land and sky. It is completely; it has a lot of difference. And so that is why college wali cheez ko, you should never, you know, experience or you should never take along to your office wali life and your, your job wala perspective, because at your job, you will find like people from every age group. So they have faced a lot of things during their career, during their lifetime. You will also, you will get a person with 60 years of age, you will have a person with 40 years of age, you will have you as 23, 24, who is navigating their life right now, they are in a phase where they have already passed out their half lifetime. So, you will get to experience three stages of life within a single room, wherein you can't, you know, you can obviously, you know, tell your opinion, but you can't expect them to follow that because you are having no experience. So that is completely and in college, you can obviously give out your opinions in freely. And the other person will also agree.
[M]: Yes, yes, you are right. So that is a huge difference between the college and the job wala part. Okay, so do you think you want to learn or unlearn something from both the worlds since you have experienced it, or in a way that you can have a better time allocation?
[SG]: Okay. So, from college, I'd say I'll unlearn getting up late and starting my day late. That I'll unlearn. And actually, office life, the biggest positive thing I have been experiencing lately is that I have to start my day early. So, when you start your day early, you get a huge day for you. And you can do plenty of work and variety of work can be done. If you start your day late, that gives you a backhand that you can't possibly do all the things. So that is you can, like gather, I would learn and unlearn from both the lives.
[M]: So, do you think your priorities during college actually align with what's helpful later? Like at this stage?
[SG]: Yes, definitely. Actually, in advocacy, it is about pointing out wrong and actually explaining someone new to the facts clearly so that a common man or a person sitting in front of you can understand you. You have to speak up, you can't just say silent and you just can't expect from the other person to just understand from the written part that you have, you know, given, you have to speak up, you have to explain your thoughts, you have to explain what your case is exactly. So that is that needs a framing of your mind, understanding and second and thirdly, speaking up. So during my college time, at least I got to know that what basic parts of what I'll be needing in my career that I can improve during my college time that was done through the co-curricular activities and the academics part so that I know so I managed my time in giving like, if I have to give 40% of my time in co-curricular activities, then I was ready to give my 60% of the time to the academics part. I can't give 60% to the co-curricular and ignore the academics. If I just learn to speak up and I'll speak up anything, that will also not give any importance, right? So you should know how to speak plus you should know what to speak. So that is how it is linked up.
[M]: Okay, so compared to college, how has your definition of success and productivity changed?
[SG]: Okay, so my definition of success would be if you're satisfied with your life goal, not everyone gets what you actually, you know, at 30 we'll achieve this, at 40 we'll achieve that. You can never get what you

have already decided because, you know, you can never possibly get that. I used to be that person that used to, you know, plan everything, I'll do this tomorrow, I'll do this day after tomorrow, and after one month later, I'll do this. But things went completely opposite to what I used to plan. So that is why I changed my philosophy towards that and let things go with the flow. So that helped me take up the surprises that used to get for tomorrow or day after tomorrow. If I used to plan and expect that this will go that way only, so that will not lead to surprise, that will lead to shock. So, it will give more negativity towards your life. So I'm saying, if you're satisfied with your life, that is your success, that is it. And if you're, you know, people around you are happy with you, and you are happy with them, that is success for me.
[M]: And is there anything about student pressures today that you think has gotten better or worse since your time of college?
[SG]: Okay, so it depends person to person actually. The pressure, someone likes pressure and someone doesn't like the pressure. So, I'll talk on the basis of, on like general basis. So it depends that, if I talk about my professional course, so obviously the pressure has increased because the laws have been, you know, changing with the social environment changes. So obviously with the day passes, the pressure will increase, the competition will increase, but the capability of the person also increases with the pressure. And it is like inflation, you have to, you know, gather up, you have to take up that pressure, whatever it is, it was a time that, you know, there was no pressure. We feel that 60 years back, 40 years back, there was no competition, there was no pressure, but there was pressure of their kind. There was pressure of, you know, they were competition of their kind. But today, if I tell, if I see the students who are junior to me and they, they have obviously not faced the pressure we used to face, but they have another challenge, they have another pressure that they are handling. And obviously day by day, the pressure will be increasing because the competition is increasing. If I say, for example, suppose an exam is having only, you know, 40 seats and the percentage of students giving the exam is like 3%, 4% of the population. So obviously not everyone will get it. There is a lot of pressure and that will increase day by day. So, every student needs to gather up and if they really need to go into the academics and they have to join the professional course, they need to face this pressure. Right.
[M]: Okay. So, like as we wrap up this meeting, would you like to share a strong piece of advice for students which will help them to manage their time better or anything you would like to add?
[SG]: Okay. So, my piece of advice for all the students out there would be that just enjoy and just live in the time because this time will never come back. At least your twenties will never come back. Your teenage will never come back. So just don't, sorry, just don't pressurize yourself and don't even, you know, loosen up also that you have to live out the life. So you have to manage equally. If you are done with your targets for today, if you're done with your targets for tomorrow, so just plan out a day with your family or your friends and enjoy because there are seven days a week and one day is given for off. There is a reason behind it so that every pressure you have taken for the other six days, you have to release out on the seventh day. That is for a reason you don't have to work on the Sunday or any day that you get a holiday on. So sorry, I recommend that you live your life too with the academics or with the career you are following.

2. Alumnus Interview

Engineering Stream

Stakeholder	Alumnus
Stream (if applicable)	Engineering
Meeting Date and Time	11th August 2026, 10:00 PM
Mode	Online
Interviewer Name	Charu Anuraj [CA]

Participant

Name	SC
Age	25
Gender	Male
College Name	JSS Noida
Course Specialisation	B.tech ECE
Current Year of Study/Passout Year	2023 passout
Day Scholar/Hosteller	Day Scholar
City of Residence	Gurgaon
No. of drop years if any	0
Current Job Role and Company	Product Team @ District

TRANSCRIPT

[CA]: Okay. Hi, I'm Charu from GAEE India, and we'll basically be covering things across your routine, your workload, shift from college to corporate and perspective shift along with that. So, what is your current job role?

[SC]: So I'm working at the product team at District by Zomato and I'm currently handling all the external integrations for a new product.

[CA]: So I'll just dive right into the main questions. And how did your day to day routine look like when you were in college on weekdays and on weekends? Like, did it differ?
And did it differ across your years, like first year and fourth year?

[SC]: Okay. Yeah. So weekdays were mostly classes, I used to go to college around three, four days a week.

I took a day off in the week because I was a day scholar, I had to travel long. Yeah, so four, five days maximum. During the first and second year, the college was six days a week.

So that was a little bit more hectic than the later years. And so from second semester to third semester, most of the time went into COVID lockdown. We were taking the classes online, we just went up to the centres for examinations.

But no offline classes as I can remember. First semester was all fun, like it was not much hectic. The day to day schedule, I would say around six to seven hours of classes started at around 9 in the morning at around 3.30. There were three hours long labs, lab sessions, almost twice a week. Those were pretty draining. And it used to take me around two and a half hours to three hours everyday to travel to college and back. So I had around four to five hours left after I reached back home.

So I used that time to review content, review movies and carry around some hobbies. I was in a society in college. So some days I would stay a little longer, do all the society stuff, the workshops, the learnings, the hangout with friends, all those things.

[CA]: Which society were you a part of, Impetus?

[SC]: I was part of Quanta. So it was the technical society of ECE. We used to create projects, have workshops.

So first and second year I was learning, third and fourth year I was the one conducting workshops and training people. Very briefly I was part of the IEEE student chapter as well. But that went on only for six months. I did not like it, so I left it.

[CA]: Six months in the first year?

[SC]: Six months in the second year.

[CA]: And how did your weekend look like? Did you have time to socialize well enough?

[SC]: Yeah, so weekends I generally socialize with my childhood friends because we always live together in

my hometown. And just random stuff what college kids do. Go out, see movies, try out the new cafes, hang out at some friend's place.

[CA]: Okay, and how did your sleep cycle look like? Were you getting enough sleep, like six to eight hours or like three to four hours only?

[SC]: I got pretty good sleep, but I would say the sleep cycle was pretty bad. There was no fixed time when I would sleep, no fixed time to wake up. If I would have to go to the college, I would sleep at around 2 a.m. midnight and wake up at around 7. So on those days, five to six hours of sleep. But I would compensate that on weekends and all. I would say that I was not sleep deprived in any manner.

It's just there was no routine.

[CA]: And did you use any stimulants to help you? Coffee, energy drinks?

[SC]: Mostly none, but on days when I would feel sleepy, I would have a shot of espresso or coffee. That's it. No stimulant before I joined my job.

[CA]: Okay, and how would you like, was this five to six hours of sleep? Did you get it during exam time as well?

[SC]: No, exam time was pretty rough. I would mostly sleep around 2-3 hours because I was the one who would study before the week exam started, one week prior to exams. And it would include long night sessions of studying over phone calls, over Google Meets, all those things.

And yeah, so there were days when I had like no sleep and I went straight away to the exam.

[CA]: And now compare your time allocation of your day to how it is now when you're working. And is there any change like in your sleep schedule, in your travel time?

[SC]: Yeah, a lot of structure came in. So I usually sleep at around 12am now, 12-12.30, wake up around 7.30. So I am getting pretty seven hours of sleep every day, almost every day.

[CA]: And your productivity has perhaps increased now that you have a structured sleep schedule? Perhaps.

[SC]: Little difficult to relate because there was not much productive stuff I was doing in college.

[CA]: And I had lots of time. Since now I am in a job where I am supposed to be productive.

[SC]: So that's another variable playing. But yeah, if you want to have an answer around sleep versus productivity, so yeah, definitely whenever I'm slept well, my productivity is high. Moreover, my energy levels are high.

So that helps me to get more productive. Also, I started taking stimulants that you mentioned. So I cannot like, I just cannot start my day without having a shot of espresso or coffee.

That just helps me wake up. So that's the first thing I do when I go to the office. I keep my bag, grab a cup

of coffee, then I start my day.

[CA]: Um, looking back, which college activity gave you the greatest long term benefit and something that you put a lot of time into, but it didn't really help you as much as you had hoped. So academics, internships, societies, competitions, networking, sleep.

[SC]: Okay, so in college, the like the activities that I was indulged in were straight out of interest. The robotics and embedded systems ones I had mentioned, those did not directly help me in my career as such because right now none of the skills that I am currently exploiting include those. But yeah, the secondary things that come with it, the discipline, the teamwork, the instances where you are pushing your limits, those definitely like helped through my corporate career.

[CA]: Um, and do you think any of those things that I learned in college through these societies only? So yeah, those helped me in my career. Um, do you think that any of your peers had a different experience from you, either based on the fact that they were hostelers or the fact that they didn't change, switch their career paths?

[SC]: Yeah, so definitely the biggest difference I would say is between the hostelers and the exploiters. So they could stretch in the hostel, they could stretch more, they could just be in the department and work all night long or just take back the activities to their hostel rooms. Because people were together, we were staying together, they could stay for longer hours.

I had to mostly buzz out of these sessions because I had to go back home. So yeah, more time they could give. Also, they could manage extra efforts because they were just saving up the three hours a day that I was using for traveling.

Yeah, and the people that haven't changed their career lines, so like, given our branch, I would suggest, I would say the people who were indulged with me in those co-curricular activities in the societies, and they chose the same career path, they are doing pretty well because it's a skill-based game, electronics. And they really put their skills to these activities and yeah, it's helped them a lot.

[CA]: I have two, three friends who are based in very good companies like L&T and Siemens. How has your definition of success changed from college to college?

[SC]: Definition of success hasn't changed much. I would describe myself as a pretty materialistic guy. I chase reward and I chase money.

So career for me, success for me is all wealth. I might sound cynical but yeah, it is. So it was the same back then.

The numbers, the ability to do a bigger picture, that has changed. So, if a particular amount fascinated me much back that time, it would sound normal to me now.

[CA]: Are you in touch with any of your juniors or were you in touch with any of your seniors back then?

[SC]: Yeah, I was pretty much friends with my juniors and seniors in college and I still am connected with them.

[CA]: Okay, so do you think that student pressure has changed over the years? Student pressure. Not just in job market but also like peer pressure to feel busy or to be doing better things.

[SC]: I guess it has gotten a little bit lighter given the introduction of AI into education. You can now just like, if I would take two hours to complete an assignment back then, a student of the same category would take around 15 minutes or minimum. So yeah, all these things, all the digital education that has increased over four years, three to four years, that has helped change a lot.

Also, I believe that post-COVID, the whole environment of this education and studying hard has shifted to somewhat more scale-based environment.

[CA]: Okay, how would you trade off like your leisure time and some urgent deadline on weekends?

[SC]: Urgent deadline at work?

[CA]: At work and then in college also, like a comparison.

[SC]: In college, there were not many like, how do I put it?

[CA]: There were no consequences of not meeting a deadline.

[SC]: Yeah, so the stakes have gotten real high. I could just say no to submitting an assignment on a particular day and it would not harm much of my academics or something. But now when I'm in a job, I have to stick to the timelines, I have to stick to the deadlines.

I just cannot say no to something that's urgent and important at work. So if it comes to it that on a Sunday evening, I have to prepare something for the Monday morning meeting, for that matter, I would pretty much trade off my time that I would have spent with my friends or for going out. But again, it depends how critical it is.

If it can be shifted to Monday, why not? Who wouldn't?

[CA]: Do you feel any long term effects of your sleepless nights or your sleep schedule that wasn't very...

[SC]: Honestly speaking, not much because I think that's pretty much reversible in a short term. It's like layers and the body is pretty malleable in your dream, so it can take that hit. So personally, no long term effects.

If I continue sleeping better, I start to feel better.

[CA]: That is all. Thank you so much for doing this.

2. Alumnus Interview

Design Stream

Stakeholder	Alumnus
Stream (if applicable)	Design Stream
Meeting Date and Time	8th August 2026, 11:00 PM
Mode	Online
Interviewer Name	Charu Anuraj [CA]

Participant

Name	SV
Age	25
Gender	Female
College Name	NIFT Delhi
Course Specialisation	B.Des with specialization in Leather Design
Current Year of Study/Passout Year	2024 Passout
Day Scholar/Hosteller	Day Scholar
City of Residence	Delhi
No. of drop years if any	0
Current Job Role and Company	Freelance with a Japanese game company (character design)

TRANSCRIPT

[CA]: So, hi, I'm Charu from GAEE India and we're studying how students in college spend their time and how that basically pays out later when you're doing your job and there are no right and wrong answers, we're simply interested in your experience looking back. Everything you share will be kept confidential and used only for research.
Okay. So, I'll just dive right into the question. What does your day-to-day routine look like currently in your job profile on weekdays and on weekdays?

[SV]: So, my job profile, basically I'm working for a Japanese company. So, my day time looks like, because my company work starts at 4. So, basically I'm doing freelance.
But I have to attend a meeting. I have to go for the briefing. So, I have to wake up at 4 and schedule a meeting according to that.
So, it mainly goes by briefing, doing the assignments that they are sending over, getting the changes done and everything. And then I'll go for my studies, like my courses, online courses that I go for that. And pretty much that.

[CA]: And how does your social life come into it and how does it affect your sleep cycle and all of this?

[SV]: Well, it is different for me because right now I'm preparing for my MS. So, I do not have much time because I am juggling between work and the studies. So, I do not have much of a social life right now. But if I can comment on the fact that people who are working right now and they have a normal 9 to 5 job, they have a pretty much of a social life.
They go out on weekends to parties and stuff. But that is not my case.

[CA]: Okay. And now, how did your weekdays and weekends apply when you were in college? And how has the year progressed compared to your last year?

[SV]: Well, starting at NIFT, it becomes a bit of, you know, there is a totally different environment because when you are in design, you don't have particular subjects to study for. You get an assignment which is to make something. So, you have to do everything that is to be done by hand or something.
You do not have to study or you don't have to read or write something. You have to but that's only for the research basis and you have to do something with your creativity. So, the whole project that goes, it will take even your week and weekend.
And yeah, so it was all about college. But yeah, we do used to have fun on weekends like we go out partying, clubbing and stuff. But rather than that, it was all about creating an assignment, doing, preparing for juries because juries are quite tough because in NIFT, they kind of invite people from the fashion industry to judge your work.
So, that's much hard to actually impress them. So, you have to be very clear with your research, with your designs, with your everything, with your samples and everything.

[CA]: If you could like break up your day into hours like a typical day.

[SV]: You want me to break my days like when I was in college?
So, basically it goes because I was a rescholar so I had to leave because NIFT classes mostly start from 9.15. So, I have to reach anyhow by 9.15. So, I used to reach there. Then we have a class for like till 12. Then we have a break for one hour.
So, in that duration, we used to take our lunch and everything. Then again, the classroom goes over. And

then we get C by 6.
And if we have lab work, so we used to stay till 8. And then we used to come back home. And even when you're coming home, you're not, you're also like busy with so many courses and everything.
If you have a, because there's like total different subjects. You have 8 different subjects. So, if you have a class of particular one subject and they give you a kind of group assignment, then you have to do that.
And that's how the days goes.

[CA]: Okay. Did you have classes on Saturday? And was there like compulsory attendance?

[SV]: Well, there were compulsory attendance but it was not on Saturday. They used to free us, you know, by Friday mostly. But yeah, we used to have certain kind of lab work on Saturday.
But that was mostly during the jury. Okay.

[CA]: And like, did your sleep schedule change when you had your due coming up?

[SV]: Yes, it totally changed because it was all about assignments. And it was like all being up till 4 or 5 or not sleeping at all. And then going for the juries, going for the assignments or group assignments.
So, because you only get a day or two even for your quarter assignments. So, you have to be presented by like Tuesday. If you get an assignment on Monday, you have to be getting done by Tuesday.
So, during that time, it gets really hard. So, you have to wake up.

[CA]: Okay. So, like 3-4 hours of sleep or not sleep at all?
[SV]: Yeah.
[CA}: What activities consumed more time than they deserved? Like looking back, something that you spent a lot of time on but it did not really help you once you graduated college?

[SV]: Well, it was all basic because I would say the application that NEPTU used. Because now nobody uses that in the industry when you go in the mainstream industry. So, because we had marks on that.
So, we used to waste a lot of time. But now, thinking back, it was of no use. And I totally think that NIF should upgrade their curriculum because it's very backdated or something.
They need to change it according to the industry because industry has been grown a lot. And they have a lot of changes even coming to AI. They still don't use AI.
NIFT students do not have the authority to use AI in their design. But I think they should incorporate that. That will help them in a different way.
Obviously, AI has pros and cons. But I think it's up to them.

[CA]: And did you guys have a specific time period every year where you had to do internships? Or did people just do internships when they want?

[SV]: Well, for your first year and the first year, you are free to do whatever you want to do in your summer holidays. Because you only get one summer holiday duration of four years that you get. In the second year, you have to go for the clusters.
That will take your June, July. So, you do not really get home. At that point, you have to travel somewhere else.
You have to do the classes and everything. In the third year, you have to do the internship. And the fourth year is all about GDU, graduation projects.
So, you have to be placed in a company. So, you'll be working for a company. You'll be creating your graduation projects work.

[CA]: In the second year, what did you say? Clusters.

[SV]: Yeah, clusters. So, basically, it's a government program that runs by NIF Delhi. So, they have collaborated.
And we go to different areas exploring different particular states' crafts. And we work on that. We research.
We tell the craftsmen what can be changed. What can help them to grow as an industry. So, you have to go there in the second year.
And projects go on till third year also. Because you have to go in August. But that's not like on a summer duration time. Some holidays.

[CA]: Looking back, which activity, like academic, internship, society? Were you part of any society?

[SV]: Yeah, I was part of dance society and basically installation society. So, it was all about crafting, creating installations.

[CA]: And how did being a part of society affect your time allocation as compared to maybe your peers who were not part of any society?

[SV]: Well, it depends on individual to individual. Because a lot of hostels... It was easy for hostels because they could spend a lot of time being there as they don't have to go back home.
I have to travel quite hard and then go there and do the work and then do the college work. So, it became chaotic at that point. Because you need to give the time to the societies also.

[CA]: Right. So, do you think like which college activity do you think gave you the greatest benefit? Like academics, internships, societies, competitions, networking, sleep?

[SV]: I would say competition because I have went to like Adobe, Habiton and everything. And that really decided my career and that really led me to where right now I am. To character designing and everything. And that really helped me shape my career and my portfolio also. Since I was a leather student, I switched to character designing and UI, UX. It really helped me a lot.
But it's not just because of the society or the department also. Because NIFT is a place where you can switch anytime you want to. So, you don't have to be just lean towards your own particular department. You can do whatever you feel like. So, you can make portfolio on that. But yeah, I think Hackathons and Spectrums, everything really helped me out.

[CA]: How has your definition of success changed as compared to when you were in college?

[SV]: Well, when you are like young, I feel the success is more on the factor that you will achieve a lot in a very short span of the period. But that's not how reality works. You need to work through it.
You need to understand that nobody gives you a package of like 24 lakhs. It will gradually increase, but you have to be prepared on that. There's a lot of lucky people who did get their chance, but a lot of people do not.
So, you have to be ready on that. But you have to be really, really good with your skill, whatever you have that or what you're building on that. Because at the end of the period, that will help you out in any profession.

[CA]: How has your definition of productivity changed?

[SV]: Well, it did not to be honest. My productivity is still the same. I like to do craft and stuff.
I like to make, I like to do art and stuff. And that still is going on. So, that's what my productivity is.
Now, it shifted to more like digital. But earlier, it was only on paper and all. So, that's pretty much it.
Right now, I also do character designing just for fun also. Not just for my brand and something.

[CA]: Do you feel any long-term effects of all those late nights?

[SV]: Yes. On my health, definitely. [What effects?]
Well, I got PCOS because of that. Because of my routine and everything. And still, I'm in trouble because of that.
So, yeah, that really affected me. Because my sleep schedule is crap at this point. It really affected my health also.
So, right now, I'm trying to undo what has been done. But the effects are still there.

[CA]: So, you said that you have to wake up at 4 for this job. So, what time do you go to sleep?

[SV]: To be honest, because of the job also, I do not sleep at all. So, that's one thing. So, I mostly sleep at 2 or 3 PM. So, that's wrong. And that has also pushed me towards the syndrome that I'm having right now.

[CA]: Are there any of your peers who might have had a different experience from what you've told me so far? Whether on the basis of their lived in a different city?

[SV]: Well, I think if you talk to my peers, everybody has a different perception when it comes to MEV. Because a lot of people have gotten into industry they did not really wanted to. And they hate their job. Some have actually switched their lanes to MBA. Certain people are still in design and they love what they're doing. So, there's a lot of different perceptions that have been made.
So, you'll get a lot of different experiences.

[CA]: I'm asking in terms of how you guys allocated your time and the lack of sleep part.

[SV]: Sorry, I did not really get your question.

[CA]: I'm saying like, you said that you used to come back to work around 4-5pm. And since you were a day scholar, you also had a lot of time when you travelled. So, for a lot of people, it was definitely a little difficult because of the travel time.
But did any of the other peers, like somebody who might have travelled from a different city, did that affect how they coped in college?

[SV]: I think some people had an issue with the communication. Because they were a bit, with the accent I would say, not just the communication part. Because NIFT gives you a freedom of expression.
So, you can speak in Hindi, you can speak in English obviously. But not in any southern languages. But yes, with the accent, a lot of people had a trouble.
Because when you go and cooperate, you need to conduct yourself in a certain way. So, they had a certain issue with that, regarding that, I would say.

[CA]: And how often did you drink coffee during your sleepless nights? How many cups of coffee or energy drinks did you drink?

[SV]: To be honest, I do not drink coffee. But energy drinks, yes. But I am not a big fan of it.
For me, it's one or two, max.

[CA]: So, you must have used some stimulant to keep yourself up all night, right? So, just one or two energy drinks? Yeah.

[SV]: And mostly it was because I was always up with somebody. So, we used to work in a group. So, we used to video call each other.
And whenever the other person is feeling tired, we used to say, Listen, we have to get this done anyhow. So, you have to wake up.

[CA]: Okay, how many hours per week do you spend on screen time? Apart from work-related stuff.

[SV]: Well, I would say quite a lot because my classes are online. And even after that, I also go around with like playing with AI stuff and all. So, my screen time is quite a lot.

[CA]: Apart from your college and your studies? Just doing entertainment purposes, really?

[SV]: Four to five hours. I am just doing scrolling on Reels. That's like a bad habit that I have recently.
I'm trying to stop it.

[CA]: And did you feel like peer pressure to appear busy or productive in your college?

[SV]: Well, to be honest, you don't feel peer pressure on that factor. But yes, there's a certain kind of pressure when you're in a college or specifically in a group. You need to get your work done.
Because otherwise, there's a lot of chaos. There's a lot of blaming stuff that will happen if you do not get your work done on time. So, you have to be prompt on that.
There's a lot of politics and there's a lot of toxicity when it comes to NIFT as a particular college. And there's a lot of people who likes to pull you down. So, you have to be really, really good at what you're doing.
Teachers also have a certain kind of favoritism issue that's there and that's really visible in NIFT. And that still goes on there. So, if you want to prove yourself, you have to be good with your work.
And to be honest, except work, nothing else really matters. But for teachers, work also does not matter at some point. They also want you to be with them, be sweet with them.
A lot of children did not get onsite. I would say 80% from my batch, 80% people got the job from somewhere else. Because they did not really went with the onsite one thing.

On campus, they did not go because we did not really got a lot of companies. And even the companies that were coming, they were not related to our subjects.

[CA]: And did you guys know of this, like this is how NIFT study works since like first year? Or did you guys come to know of this last year?

[SV]: Well, we gradually got the hang of NIFT. Because during the first year, it was during the corona period. So, we did not really figure that out.
Later, when it started degrading and we could really see the effect that is coming into the work. And specifically when we went out for like our internship, we really got the hang that what NIFT is doing. And how things really work and how outdated our curriculum is.
When it comes in terms of that.

[CA]: Do you think you had to work harder to... Did you get an off-campus or on-campus? [Off-campus.] So, do you think you had to work way harder and sacrifice much more of your sleep to get an off-campus placement compared to those who are on-campus?

[SV]: Yeah, because I have to switch. For my portfolio, which my... Because there was a subject as portfolio.
And the portfolio that I made and the portfolio that was made in the industry, these two were totally different. So, I literally had to work double to create a lot of projects that will be accepted by the industry. So, I had to work hard for that.

[CA]: On days when you sleep more than 6 hours compared to when you don't, how do you rate your next day's productivity?

[SV]: Well, that goes amazing to be honest. Because I have so much energy generally, so I'm like so pumped. So, okay, I can do this and that and this and that and I'll do everything.
[CA]: Do you think that compared to your time and your seniors and compared to what is happening now, the course work and all, has it increased, has it decreased? How has the time allocation affected you over the years?

[SV]: I would say that it has increased with the time. Because with every, I think every student, every year the student is graduating, the pressure is getting increased. Earlier, very few people knew about design. Gradually, the subject of design is being made, people's interest is increasing, kids are coming, and then non-design is also coming in the way.

[CA]: I think that is pretty much it from my side. Thank you so much for doing this.

2. Alumnus Interview

Liberal Arts Stream

Stakeholder	Alumnus
Stream (if applicable)	Arts
Meeting Date and Time	17th August,2026, 4 P.M.
Mode	Online (Google Meet)
Interviewer Name	Saanvi Pandey [SP]

Participant

Name	DM
Age	-
Gender	Female
College Name	Gargi College, New Delhi
Course Specialisation	BA (P)
Current Year of Study/Passout Year	2026 Passout
Day Scholar/Hosteller	Hosteller
City of Residence	-
No. of drop years if any	0 for UG, currently drop year for masters
Current Job Role and Company	Preparing for CAT

TRANSCRIPT

[SP]: Could you walk me through a typical weekday right now?
[DM]: I wake up around 8:00 and finish breakfast and getting ready by 10:30. Lectures run from 10:30 to 2:30. After lunch, I use 3:00 to 4:00 for work or rest, then I have evening lectures. From 8:30 to 9:30 it's family time, and I'm usually asleep between 11:00 and midnight.
[SP]: How do you feel about how you use your time?
[DM]: Not great. Poor sleep and procrastination hurt my output, and I feel unsettled about my progress. I only have about three months left in my current timeline.
[SP]: What's behind that restlessness?
[DM]: Procrastination, for one. I also keep questioning my career and life decisions, and I put a lot of pressure on myself. This stage of adulthood is restless. The fear of failure and the push to succeed make me feel guilty and irritable.
[SP]: Looking back at college, how did you spend your time?
[DM]: I'm satisfied with it. First year was academics, the student council and the editorial team. In second and third year I balanced extracurriculars, internships and personal time.
[SP]: What mattered most from that period?
[DM]: Academics matter, but the soft skills from leadership roles, team building, and networking with peers and seniors will probably outlast the degree itself.
[SP]: Would you redistribute your time if you could?
[DM]: Yes, I'd give more to my personal life. I wish I'd built more memories with friends outside the rigid schedule of academics and extracurriculars. The early years were too focused on institutional obligations.
[SP]: How has the gap year been?
[DM]: I have to relearn consistency, commitment and time management. Being at home makes me prone to procrastination and anxiety. Fear of failure also stops me from grabbing new opportunities. I think you have to accept the discomfort of uncertainty instead of letting it paralyze your decisions.
[SP]: Has your idea of success changed?
[DM]: A lot. In college it meant tangible outcomes, like holding positions or delivering results for the council. Now it's the courage to take the first step, getting past the fear of failure, and handling pressure and feedback well.
[SP]: Any advice you would like to share on time management?
[DM]: Don't rely only on other people's advice, because everyone's perspective comes from their own circumstances. Don't compare yourself to others. Look honestly at your own mindset, work out where you struggle, and find a path that fits your needs and capabilities.
[SP]: And would you like to share about your next step?
[DM]: Improving my time management. I want to build consistency and commitment during the rest of my gap year.

2. Alumnus Interview

Science Stream

Stakeholder	Alumnus
Stream (if applicable)	Science
Meeting Date and Time	9th August,2026, 1:30pm
Mode	Online (Zoom)
Interviewer Name	Poorti[P], Aryan [A]

Participant

Name	SD
Age	-
Gender	Female
College Name	Current- IIT Delhi, Previous- Miranda House, Delhi University
Course Specialisation	M.Tech (previously- Bsc Physics Hons)
Current Year of Study/Passout Year	2026 Passout
Day Scholar/Hosteller	Hosteller
City of Residence	Sikar
No. of drop years if any	NA
Current Job Role and Company	NA

TRANSCRIPT

[PA]: To begin, could you describe your day-to-day routine on a typical weekday now, and how it differs from your weekend?
[SD]: On weekdays, I have classes for three or four days; the other three days are off. On class days it's hectic, from eight to six I have classes, and since I'm from a science background, we also have labs. It's mandatory to revise at home what's taught in class before returning the next day, which can feel very school-like. On top of that hectic schedule, I recently joined the Dance Society at IIT Delhi, and practices were from nine to twelve at night. Since I have three off days in the week, I use those to catch up on work, and the class days can be used for such practices as well.
[PA]: Follow-up: how do you manage your leisure time with friends alongside your academics?
[SD]: If I work on assignments a little every day, using the one- or two-hour gaps between classes, I don't end up with a backlog. I finish a portion of the work daily and compile it into the final format over the weekend. Most projects here are group projects, so we divide the work and help each other. Working daily leaves time for both friends and studies; if you only study, you miss out, because everyone here, even with classes from 8 to 6 — is also doing placements, dance society, dramatics, and more. I keep a fixed schedule for leisure time, when I set college aside and spend time with friends.
[PA]: Looking back at your undergraduate years, how would you describe how you allocated your time across academics, internships, social life, and personal well-being?
[SD]: In undergrad, I pursued whichever activities interested me. Outside competition periods, I focused on studies; during competitions, I worked on those. Undergrad classes weren't as packed as 8-to-6 every day, some days ended at 12, some at 5. On the lighter days, I'd cover any backlog in the library, since you can't do six or seven subjects' worth of work in one sitting. In the evenings, after dinner, I'd usually go out or hang out with friends. Master's is a busier course than Bachelor's, so there's less flexibility, but if you can manage a Bachelor's workload well, you can manage a Master's workload too.
[PA]: Did this routine change from your first year to your final year during your undergrad? Did you struggle more or less as you progressed?
[SD]: The journey was different each year. In first year, I was still figuring out how college worked, how exams would be, how we'd be marked, so it was mostly studying with very little fun. Second year was the best year: I understood how academics worked and had time for myself. Third year was about career preparation, I was preparing for competitive exams like JAM, so I barely attended classes and had almost no time for leisure. That year was hectic not just for me but for all my classmates. Overall, second year was the one where I could explore and enjoy activities I was interested in.
[PA]: Looking back at undergrad, were there any activities that took up a lot of your time that you feel, in hindsight, weren't as worth it?
[SD]: I joined the National Service Scheme (NSS), a good society, and I wouldn't call it a waste of time, but it required a lot of rigorous work: missing classes, attending sessions, doing fieldwork, and completing a set number of hours to earn a certificate (a college certificate after one year, a national certificate after two). Fieldwork days also meant no ECA credit. I did this in my first year alongside academics, and balancing the two was really hectic, not a waste, but the most demanding part of that year.
[PA]: What priorities from your college days ended up being most useful in your M.Tech life, was it internships, or purely academics?
[SD]: The competitive exam I cleared to get here was purely based on academics, consistent daily study and solving a good volume of questions from my Bachelor's really helped. But in terms of my overall experience here, it's the extracurricular societies I joined in undergrad, like the robotics club, since I'm from a tech/science background, that have given me a real advantage. People who didn't join such societies during undergrad are struggling now, whereas I have that leverage.
[PA]: Given that time management has been more of a struggle in your Master's compared to undergrad,

has your sleep schedule suffered, or have you cut back on other activities to protect it?
[SD]: On the four class days, my sleep schedule is quite bad, I get only about four hours before an 8-to-6 day of classes. After classes I spend time with friends, and then I still have assignments to finish that night since deadlines don't wait. So those four days are genuinely hectic, but I compensate on the three off days, Saturday, Sunday, and Monday.
[PA]: Has your definition of success changed since your college years, in terms of productivity, career outlook, or where you see yourself in five years?
[SD]: In Bachelor's, I had room to explore different interests and figure out what I liked. Here, I don't have that flexibility in the same way, which sometimes makes me unsure whether to join a society at all, since I worry about falling behind academically. Right now my definition of success is tied to preparing for another competitive exam, NET/JRF, though talking with people in other societies is making me consider other perspectives too.
[PA]: Do you feel the pressure students face today, academic or peer pressure, has become better or worse since your time in college?
[SD]: My main struggle was choosing courses, since there are many options under the NEP, and mine was only the second batch, so it felt like an experiment with little guidance. Now, batches that graduated after mine include seniors with three to four years of experience who can guide juniors on course choices and which societies to join based on their interests. So I'd say things have genuinely improved for current students.
[PA]: Do you feel that poor sleep has a long-term effect on your productivity, whether academic or social?
[SD]: Yes, it affects my concentration a lot. With only three or four hours of sleep, I struggle to concentrate even in one-hour classes. If this continues for a week or a week and a half, it becomes very hard to even complete assignments because of the concentration problems. You need adequate sleep, and the only thing left to compromise on is leisure time.
[PA]: Finally, what strong piece of advice would you give current college students about managing their time?
[SD]: Be attentive in class, don't miss lectures, and take notes on whatever is taught. Beyond that, don't be someone who only goes to class and back to the hostel to study, join as many societies as you can manage alongside your studies. Even one society can help you make good friends outside your department or hostel circle and expose you to knowledge you wouldn't otherwise get. The more connections you build, the more it helps later in life. So: attend class, stay attentive, take notes, join societies, and don't miss out on having fun.
[PA]: Thank you so much, these were great answers, and we've gained a lot of perspective for our study. We appreciate you taking time out of your busy schedule, and we may reach out again if we need further information.
[SD]: Sure, you can contact me anytime.

3. Student Society Leaders' FGD

Stakeholder	Student Society Leaders
Stream (if applicable)	Mixed
Meeting Date and Time	14th August, 2026, 10 pm
Mode	Online
Interviewer Name	Poorti [P]

Participants

Name	Academic Background	Society / Leadership Role
KS	3rd year, BA (Hons) Economics, Miranda House	President, Mridang – Indian Dance Society
VS	Final (4th) year, IGDTUW	Project Head, Enactus; former President, Tarannum – Music Society; Technical Lead, AWS Student Builder Group; Vice Chairperson, IEEE IGDTUW
TA	M.Com, Delhi School of Economics; undergraduate at Lakshmibai College	Former President, IMPETUS – Business Economics Society
AJ	3rd year, B.Tech, JIIT Noida	Leader, AI Tronics Hub
MS	3rd year, B.Com (H), SRCC	Former Director, Economics Society; Advisory Board member
AS	3rd year, BA (Hons) Economics, Daulat Ram College	President, Imagism – Poetry Society; former General Secretary

TRANSCRIPT

[P]: To start off, Kaankshaa, could you walk me through what a typical weekday looks like for you, especially when you have to divide your time between academics and society responsibilities along with managing your personal life?
[KS]: My typical week basically involves me pulling out my hair because there is so much to manage—from my society presidency, coaching, college studies and travel. Sleep gets sacrificed the most. I wake up around seven, leave for college by 8:30, stay in college till 4:30, taking classes, conducting workshops, taking practices, choreographing for different events and running administrative work. Then I attend coaching till 9:30, get home by ten, have dinner and find time for assignments and tests, and then maybe sleep.
[P]: How does this change around dance rehearsals and performances?
[KS]: A major thing that gets compromised is my studies because dance requires a lot of effort and time to practice. I also teach everyone, so I need to practice a lot myself. I miss some college classes and coaching gets hampered, which creates additional academic workload.
[P]: Adwita, what does a typical weekend look like for you? Does society continue into the weekend as well, and how do you balance social life and unfinished work?
[AS]: It depends on whether there is an event coming up. If there is an event, two or three weekends can become very active because of behind-the-scenes work. During one period I had to balance semester exams, assignments and an upcoming society event. My social life got compromised, and I also stopped going to the gym regularly, so my physical health took a toll. Weekends were usually used to catch up on everything I could not do during weekdays.
[P]: Madhav, what does being a society leader involve on a regular basis, particularly the responsibilities people may not see from outside?
[MS]: As a director at the Economics Society, SRCC, you have to be available 24/7. You oversee around 50–60 executive members, ensure quality of work and be physically present on campus five days, sometimes six. You also need to develop skills you expect members to use, such as Python, SQL or Power BI. As an advisory board member, the role is more relaxed and mainly involves overseeing quality and intervening when necessary.
[P]: Does anyone else have a very different workload because of the nature of their society?
[KS]: When competitions are coming up, we have to be in college seven days a week, including Sundays, and practise five to six hours a day. We also have to coordinate everyone's availability and get permissions, so it becomes very hectic.
[VS]: In technical organisations, we use advance planning and divide teams for different competitions. As a project head, I had to create the product at home on weekends. I deliberately chose deadlines that would not conflict with my other work. Across societies, leadership is hectic because you feel obliged to give 100 percent.
[AS]: I had overlapping commitments between the poetry society and the Economics faculty editorial team. Annual events, magazine deadlines and semester exams sometimes overlapped, so I had meetings for one commitment in the morning and another online in the evening. It became difficult to keep track of everything.
[P]: Tanisha, when academic society responsibilities and personal commitments all become urgent at the same time, how do you decide what gets your attention first?
[TA]: When I was president, we planned society work beforehand around semester and practical exams. If a post had to go up, we prepared it earlier and posted it on the exam day. We followed a policy of not giving members work during exams because it became overwhelming.
[P]: When something has to be sacrificed, what usually goes first?
[MS]: Sleep is probably the first thing. Six hours of sleep was a dream, and that has not happened for a

very long time.
[AS]: I do not sacrifice sleep because I need it. For me, academics get compromised first. If academics also require attention, physical health, such as going regularly to the gym, is something I have had to sacrifice.
[KS]: I cannot sacrifice sleep either. Academics get hampered the most because I need sleep to recover.
[P]: Arein, when technical projects or events become particularly demanding, what happens to your sleep and personal well-being?
[AJ]: When there is an event or project, I often do not get sleep. During one project I slept around 3 or 4 AM and had to recover by 7 AM because there was an event and project display. I do not get time for myself or friends; most of my time goes into the lab or club room and then I return home.
[P]: Does the lack of sleep affect your productivity or academics the next day or for the rest of the week?
[AJ]: It affects me. If I get one to five hours of sleep, I can still work, but if I get around two or three hours, I cannot function properly and the effect can last through the week.
[P]: Adwita, how has becoming a student leader changed the way you manage your time compared with when you were a regular member?
[AS]: Being a General Secretary taught me that small pockets of 10–15 minutes can be used productively. If there is a gap between classes, I can use it to call someone or get something done. Even in the Metro I can use that time for tasks. Using these small pockets means things do not become a very big deal at the end and I can relax.
[P]: Does anyone have an experience of working similarly hard as a member as well?
[AJ]: Our society was formed only last year, so I was the first volunteer and then got promoted. I felt that I was working hard both as a volunteer and later in leadership. Because it is a new society, there is a lot to start and run.
[VS]: In Enactus, I handled media, outreach and a new project. When I became project head, the workload was almost the same or more because I was making the product at home while managing social media and outreach. In music society, I attended practices almost all six days. When I became president, the workload doubled because I also had to handle band practices and be present for competitions.
[TA]: As a Joint Secretary I put everything into learning and took on multiple departments. That helped me as president. I think I worked as hard, or even more, as a Joint Secretary because learning the work took more effort than later supervising it.
[P]: Do you think the culture within your society influences how members manage their time and workload? Do members feel comfortable saying they do not have time, and are responsibilities distributed fairly?
[KS]: In a dance society you cannot force someone to dance. You have to consider academics, attendance, PG work and everything else. We plan practice times around availability and sometimes take a day off. Mental health is important to me, and I try to provide a safe space where everyone can share opinions and feelings. If someone does not feel seen or heard, they will not contribute as much.
[AJ]: If someone is interested, they will devote time, but if they do not like the society or its culture, they may not. I was in three clubs last year but was active in only two because I did not like the culture of the third. Culture influences members' activity.
[MS]: Consideration is important when a member says something is restricting them from being active. A good leader should listen when a member says there is something preventing them from contributing.
[VS]: Wherever the society was treated like a family, people were more willing to practise and participate wholeheartedly. If seniors interact with juniors in a friendly way and juniors can approach them for advice, the environment is better. If that culture is missing, societies can become obsolete.
[AS]: In my first year, the society I continued with was the least formal and most informal. I could approach seniors without much anxiety. That informality helped me continue because seniors felt approachable and supportive.
[P]: Thank you so much, everyone, for taking out time from your very tight schedules.

4. Parents' KII

Stakeholder	Parent (proxy respondent, reporting on daughter's routine)
Stream (if applicable)	Daughter is pursuing Chartered Accountancy (CA) alongside her college degree
Meeting Date and Time	19 August, 9:00pm
Mode	Zoom
Interviewer Name	Poorti

Respondent's Daughter's Profile

Name	Riya
Age	20
Gender	Female
College Name	SRCC
Course Specialisation	B.Com(H)
Current Year of Study/Passout Year	3rd, 2027
Day Scholar/Hosteller	Day scholar
City of Residence	Delhi
No. of drop years if any	-
Current Job Role and Company	NA

TRANSCRIPT

[INT]: To begin, could you tell me a little bit about what a usual day looks like for your daughter — how she manages studies and other activities, and since she has to travel to college, how commuting fits into her day?
[PAR]: There's a big difference between school and college — in school you have a different mindset, you have vans and everything arranged for you. But in college, the perspective changes; she has to independently manage her commuting and decide what's more important, prioritizing things herself. In her first year, she commuted by metro and sometimes by auto.
[INT]: Just to clarify — could you give me a brief walkthrough of her day: going to college, coming home, resting, and then studying?
[PAR]: Her day starts at six o'clock in the morning, in a very disciplined way. She goes for a walk, then gets ready for college. From our place it's about half an hour away, though sometimes it takes 45 to 50 minutes depending on traffic; she commutes by metro as well. Alongside managing her commute, she also manages her college work and whatever studies or activities come from college — she's able to handle both together.
[INT]: Is she currently part of any society or extracurricular activity?
[PAR]: Currently she's part of two or three societies. In her second year she was part of three, and she also holds a core/cabinet position in one of them.
[INT]: From your perspective, how would you describe any pressure she experiences while managing academics and societies — or any particular period, like exams, where the study burden was heaviest?
[PAR]: On the academic side, she was very focused because she was set on pursuing CA, which as you know requires a lot of hard work and commitment. She had to manage her college attendance percentage at the same time as her CA studies, so there's no doubt she was under pressure many times. What helped was that we maintained a very cordial environment at home, which kept her calm during that period — but the pressure was always there. She did manage, in the end; she also took leaves during her exam time.
[INT]: Since you mentioned creating a good environment at home to help her stay calm — could you elaborate on the kinds of steps parents can take when their child is going through that kind of stress?
[PAR]: Since she was handling both things together, as a parent I felt very proud of her, and I felt it was my duty to help her get to her dreams. Whenever she came back from college and still had CA classes and coursework to attend to, I'd tell her — whenever you get even 15 minutes free, come to me. We'd take a quick walk outside, or joke around together, so she could feel lighter. I also think it's important to be physically present with your family during that time — even though the daily commute was long, I didn't want to put her in a PG for that reason. In the days just before an exam, when the stress builds up and it starts to feel like you won't be able to do it, I'd call her for 15 minutes, play some songs, and get her to dance to them — it sounds funny, but it gave her an instant sense of recovery, because that pressure building up inside needed somewhere to go. Sometimes it was a run instead, sometimes dancing — that's something I wanted to add.
[INT]: I really relate to that — I'm also preparing for my Actuarial exams while living away from home, and it can be really hard. I love the bit about the dancing — those little moments really are necessary at that point. Moving to my next question: how was her sleep during that period, and how did she manage to rest and find time for herself?
[PAR]: During her exam time she followed a very strict routine — she'd wake up by four o'clock and study for two to three hours in the morning, then leave for college and get back around one. After that it was back-to-back studying again. She got very little sleep during that period — around five to six hours, sometimes just five at most.
[INT]: With that level of sleep, did you notice any difference in her energy or mood when she wasn't properly rested?

[PAR]: Yes, her energy levels would dip during that time, and that's when family support mattered — whenever she felt low we'd get her coffee, tea, milk, whatever she wanted, because she was determined to hit her target. There's no doubt she had very little sleep and had mood swings as a result. As a mother, I had to hold back and stay quiet during those moments. I'd say if her effort was 70 percent, the family's contribution was the other 30 percent.
[INT]: For my final question — compared to when you were a student yourself, do you feel college students today face a different kind of pressure, whether it's routine pressure, peer pressure, or pressure they put on themselves?
[PAR]: In our time there was less competition and more job opportunities — I work with a government organization, so things were comparatively easier to manage. We also studied for competitive exams and worked hard for them, but the opportunities available were greater. Now, with her doing CA, there's a lot more competition, and so many new areas keep developing that she constantly has to think about which direction to take. In our time it was simpler — we just studied and prepared for competitive exams; there were no extracurricular activities to speak of, so we stayed focused on one thing. Nowadays, though, there's an expectation for a child to be fully 'groomed' and well-rounded — just today she was telling me, 'Mama, I want to learn an instrument.' That kind of thing wasn't expected of us back then. So today's students have a lot more to manage and balance all at once.

4. Parents' KII

Stakeholder	Parent (proxy respondent, reporting on son's routine)
Meeting Date and Time	20th August, 9:00 pm
Mode	Online(Zoom)
Interviewer Name	Poorti

Respondent's Son's Profile

Name	Divyam
Age	-
Gender	Male
College Name	SRCC
Course Specialisation	B.Com(H)
Current Year of Study/Passout Year	3rd, 2027
Day Scholar/Hosteller	Day scholar
City of Residence	Delhi
No. of drop years if any	-
Current Job Role and Company	NA

TRANSCRIPT

[Pooti]: Could you first explain what a typical week looks like for your child? Considering that college takes up time from morning to evening and there is also significant travel involved, how does your child manage academics, extracurricular activities, and leisure time? Could you describe a typical full-day schedule?
[Parent]:I believe that time management is very important for making anything successful. I have always taught my children this, and I keep reminding them that the better their time management is, the better they will be able to manage their responsibilities.
He wakes up early in the morning, prepares himself, and then leaves for college. Since he has to travel quite a lot, travelling can sometimes be tiring. Once he comes back, I feel that some rest is also necessary because the body needs time to recover after travelling and attending college.
After taking some rest, he manages his remaining time according to his priorities. Overall, he tries to balance his academics, activities, and personal time through proper time management.

[Pooti]: Which activities take up most of his time during the day? Does the amount of time he spends on something correspond to the value or benefit he gets from it?
[Parent]:If you are asking whether he spends more time on studies or activities, I would say that academics take up most of his time.
He focuses properly on his studies. At the same time, I also tell my children that they need to give some time to themselves and maintain a balance. So, although academics are the main priority, he also makes time for entertainment and other interests.

[Pooti]: When there is a particularly busy period, such as examinations or other important academic deadlines, how does he manage his sleep schedule and academics?
[Parent]: As I mentioned earlier, time management is very important for achieving success. He follows the same principle during examinations and other academically demanding periods.
For example, if he studies for around two hours, he may take a break of about half an hour to relax or entertain himself. He has his own interests and hobbies, so he sometimes spends a little time on those activities before returning to his studies.
The important thing is that after the break, he gets back to studying and remains focused. This helps him manage academic pressure without completely giving up his personal time.

[Pooti]: When he experiences pressure related to academics or anything else, what do you do to help him reduce that pressure and come out of it?
[Parent]: I try to understand him and make an effort to find out what is going on in his mind. I ask him openly about what is bothering him and try to support him.
We talk openly with each other. Whatever problem he is facing, we discuss it together and try to find a solution.
Because of this open communication, he generally does not experience excessive stress. I believe that talking openly and understanding the problem together helps reduce the pressure.
For example, if he studies for around two hours, he may take a break of about half an hour to relax or entertain himself. He has his own interests and hobbies, so he sometimes spends a little time on those activities before returning to his studies.
The important thing is that after the break, he gets back to studying and remains focused. This helps him manage academic pressure without completely giving up his personal time.

[Pooti]: If you compare your own college experience with what students experience today, what differences do you see in terms of opportunities and the overall environment?

[Parent]: Competition existed during our time as well, and it still exists today. Students have to work hard and complete their responsibilities.
However, I feel that students today have an advantage because of technology and the availability of information.
If we had a problem or did not understand something during our college days, we usually had to wait until the next day to ask a teacher or go to college and clarify our doubts. Finding an answer could take time.
Today, I think things have become easier because students can use a computer or other technology to find information immediately. Whenever they have a question in their mind, they can search for an answer and understand the topic more quickly.

5. Counsellor's KII

Stakeholder	Counsellor
Meeting Date and Time	26th August 2026, 12:30 PM
Mode	Online
Interviewer Name	Manvi Garg [M]

Respondent's Profile

Name	Geetanjali [G]
Current Job Role and Company	Counseling psychologist, own individual practice, also at IPU campus; visiting psychologist at NSUT; author; corporate trainer; motivational speaker

TRANSCRIPT

[M]: Hello, I'm Manvi from GAEE in India. We are studying how students manage their time while balancing college, coaching, personal life, etc. We are interested in understanding your experience about the same. There are no right or wrong answers. We simply want to hear about your perspective. This conversation will take around 40 to 45 minutes. Everything you share will remain confidential and will only be used for this research. This meeting will be recorded and you can ask me to stop at any question wherever you want. So, the first question now, can you please give a brief introduction about you?
[G]: I'm Geetanjali Kumar. I'm a counselling psychologist. I practice on my own. I have had an opportunity to interact with the students of Netaji Subhash University of Technology and National Institute of Fashion Technology Delhi. And I am an author. I am a corporate trainer. I'm a motivational speaker. And that's all what I do.
[M]: So, ma'am for how long have you been counselling?
[G]: I have been in this profession for the last 28 years.
[M]: So roughly how many students do you interact with in a typical week or a month?
[G]: In a typical? Or a month? There is no strict count. I may interact with 30 students in a week or I may interact with 12 students in a week.
[M]: So, what kinds of concerns do students usually come to you with? Like any patterns you have noticed over time?
[G]: Presently, post- COVID, the pattern is very striking these days. It is a lot of anxiety issues, relationship concerns, attention focus issues, commitment phobic, erratic sleep patterns. Attendance issues in the churches, demotivation in terms of what would this course lead to? What will I do in future? This is not

what I wanted to do. Disharmony with parents, unable to sustain friendships. And since the virtual time engagements are much more than real life engagements. So there is a kind of loneliness which leads to feeling alone and sad. So depressive cases have also, cases of depression have also increased.
[M]: What time management struggles students bring up in the sessions?
[G]: Unable to do what they wish to do, what they plan to do. Not able to allocate time adequately and wisely. Sleeping time is too late and getting time is too late again. So, they lose on to the good part of the day. And if they have classes, they force themselves to be up and awake. Unable to do morning classes.
[M]: Difference in first- years and final years?
[G]: First year is yet figuring out ways. By the time they enter their third year or fourth year, they have tried to create a fit for themselves. They have tried to fix their problem in their own way or with the help of some senior. Or a teacher mentor or a professional like us. Some of them are better. Some of them are very, very excited and motivated in the first year. And by the time they come to their third or fourth year, they lose their motivation. And their life is totally haywire. So, I see both kinds of students.
[M]: So, when students feel that they have lost control over their schedule, what does that usually look like? And what tends to get affected for this in time, sleep, or social?
[G]: Everything gets affected. Their mental health, their physical health, their social health, their financial health. Everything gets affected.
[M]: When a student says to you that they are falling behind or are unproductive, what do you usually find is going on underneath that?
[G]: So, there are various reasons I have described to you. Sometimes they come from a very dysfunctional family unit. So, there is so much domestic violence, verbal abuse, trauma in the house that they are unable to study. They don't feel safe. They have so much of fears and worries in their mind. They're so anxious. So, they cannot lead a normal life. They're not eating properly. They're not sleeping properly. They're unable to focus on their studies. Everything gets disturbed in their life. At times, there is a relationship issue. So, the girlfriend or the boyfriend is cheating on the person or it is a one- sided attraction. The other person is not reciprocating, acknowledging, or reciprocating. So that is bothering their mind. At times, they see the other students indulging in a certain kind of lifestyle which they cannot afford. So, it is a very difficult struggling period for them to match with them, pace with them. So, they lose their confidence. They have so many complexes. So self- esteem is hurt. So various reasons.
[M]: Okay. So, do you notice academic workloads playing out differently across streams, science versus humanities versus professional courses? Academic load is what? Playing out differently across these streams.
[G]: like it is different across these streams. Yes, it is different across the streams. And it varies from student to student also as to how much interest he is in their course and how much seriously is he studying in the class. And it depends upon the teachers also. How engaged the teachers keep them in the classroom. How interestingly the teacher is teaching them. How relevant he or she makes the curriculum for them. That they feel motivated to do their work or they don't.
[M]: So, what coping strategies do you usually suggest and which ones do students actually find effective?
[G]: See, strategies are suggested student- wise and problem- wise. So it would be very difficult for me to generalize. Generalize, but yes, learning to prioritize in a better manner. Improving upon their time management skills. Helping them get rid of procrastination. Encouraging them to make a to- do list. And have some relevant goals as per their need. And the goal is a doable goal. Break a big goal into small achievable goals. So that they are able to taste success a little bit. That encourages them to work harder. Have breaks in between. And to find purpose. To have a larger goal and for that larger goal they can plan smaller goals. And also, while they are planning their study schedules, they have some slots for a small physical activity. And if they can keep phones or gadgets away for some time. And to not let gadgets interfere in their study time. It will be nice for them. Giving them small strategies to do so also. To overcome their gadget attraction or addictions.

[M]: Okay, so is there any strategy that you often suggest they really don't work on?
[G]: See, it will be difficult for me to comment. Because I first try and understand the student, understand the problem. And then give them strategies as per their abilities and their acceptance level. They may not do it 100%. They may do it 60% or 70% but they generally do it.
[M]: So where do you draw the line between academic structures, deadlines, etc. Contributing to the poor time allocation versus it coming down to individual behaviour?
[G]: See, academic pressure, I would say the deadlines. Perhaps they don't have very, when they are evaluated, how have they done it, the process being discussed. How can they make their assignment better, what is it that is lacking. If they can have very individual feedbacks, if they can get, which are very individualized and very non- critical and non- judgmental. I am sure they would want to do better and do more work also.
[M]: Are there any specific structural issue that comes up repeatedly?
[G]: I don't know what you mean by structural issues here.
[M]: Like issues related to universities or any other thing.
[G]: I am sorry, I am not able to answer this question. I am not an academician there. So, I don't think I am the right person to ask this question.
[M]: So, what does internship or placement related stress usually look like when it comes up? Not having one or too many commitments at once, family pressures, etc.
[G]: Sorry, what is the placement pressure on them? That's what you are trying to ask me? Definitely they have lot of placement pressure because they don't feel adequately prepared. At times the eligibility criteria they are unable to meet or they don't feel that the eligibility criteria are justified. At times the faculties, the placement team is not guiding them properly. So technically they may be sound, but non- technical issues, the soft skill element, that is missing in them. They feel inadequate, prepared. So, they seek guidance from outside. Internet is their source of guidance. At times they have their senior or alumni helping them. But there is not a structured format with most of them. So, the pressure keeps mounting. And while going through, while studying a course they realize they don't want to get into a job in relation to that. So now where else can they apply? What are the companies where they can fit in? For what roles? So, they lack guidance in that area also.
[M]: Can you describe a pattern you have seen of students sacrificing academics sleep or personal well-being to pursue internships?
[G]: Time management is the big source. First, they are attending classes, then they are going for their internships. Then there is no time to finish the college assignments or the internship. People give them a lot of work when to do so. Either they are doing one work at the cost of the other. Then their social life suffers. They are not able to give time to the family. At times friends, they are unable to hang out with their friends. Or times they are working so hard and they have not been given anything or it's a very meagre stipend. So that they feel very exploited.
[M]: So where do you think that this pressure mostly comes from?
[G]: All these areas which I have talked about.
[M]: Have you noticed that this pressure plays out differently for different students from backgrounds, financial, first generation or otherwise?
[G]: Yes, different students have different resilience quotient. Some students are able to take it. Some students have a breakdown. Some students try and seek help instantly. Some students live in a denial and they feel that they will be labelled as weak if they come out for help. So, they try and struggle to figure out ways on their own. They may succeed in figuring out or they may have a breakdown.
[M]: So, do you think institutions are doing enough to help students manage all this?
[G]: There is always a scope for better work and more work there. Enough is only in our dreams.
[M]: If you can recommend one change to the institution to help students manage time better, what would it be?

[G]: If the faculty could have more meaningful interactions with the faculty, it gives them more structured programs, guidelines and outlines. And more relevance of why they are doing what they are doing. So that would make more sense to the students and that would make them apprised of the benefit of studying the way they are made to study.
[M]: So, as we wrap up this interview, is there anything about student time allocation that we haven't covered and that we think is important for this resource?
[G]: I can't think of anything at the moment. Whatever I have asked me, I have tried to answer to the best of my ability. I don't think anything is coming on my mind at the moment.

Appendix C. Data cleaning and gender

C.1 Cleaning

The Google Forms export was converted to ordered categories (for example “Never” < “Rarely” < “Sometimes”), preserving the natural ranking for later models. The number-of-societies item (Q14) was meant to be numeric but contained free-text answers, including “Vice president”, a number followed by a smiley, and one answer listing three numbers across three years. A simple rule was applied (take the last number mentioned; treat “No” or “O” as zero) and the one answer that could not be parsed was left blank. Disciplines with one to three respondents each (Law, Medicine, Fashion, Design and others; nine disciplines in all, n = 12) were grouped as “Other” to avoid sparse cells.

C.2 Gender

The gender item was not in the first version of the questionnaire and was added after fieldwork had begun, so 134 of 219 respondents (61%) have no gender answer; they completed the earlier version [team to confirm the date of the change and whether any other item changed]. Gender is therefore missing by design, not through non-response, and the 85 respondents with an answer (59 female, 24 male, 2 other) are the later respondents, not a random subset.

An earlier analysis filled the missing values with a k-nearest-neighbours model (k = 9) that predicted gender from age, year of study, DU status, hometown tier, drop-year status, stream and employment status. It was 82.4% accurate on held-out known cases, against 70.6% for always predicting “Female”. The imputed variable is not used in this report because single imputation understates uncertainty, its predictors overlap with variables tested against gender, the validation set is small, and the R analysis treated “Not reported” as a fourth category, which compares real answers with blanks. The two codings give different results; for example, the “sacrificed activity × gender” chi-square is 17.25 (df = 8, p = 0.028) with imputed gender and 16.15 (df = 12, p = 0.18) with the R coding, and neither survives multiple-testing correction. Gender is dropped from all models. A complete-case or multiple-imputation analysis can be added if the original Q2 responses are retained for internal use; they are not reproduced in this report.

Appendix D. Full bivariate test results with multiple-testing

All 47 bivariate tests from the R analysis. Raw p-values for chi-square and Kruskal–Wallis tests are recomputed from the reported statistic and degrees of freedom. Holm and Benjamini–Hochberg values are adjusted across all 47 tests. Effect size is Cramér's V for chi-square, ε^2 for Kruskal–Wallis and $|\rho|$ for Spearman. Gender rows follow the R coding (four levels including "Not reported") and should be treated as unreliable. Productivity is coded 1 = much worse … 5 = much better.

Table D1. Number of tests with raw p < 0.05

Family	Tests	Raw p < 0.05	Expected by chance	After Holm	After BH
Chi-square	17	2	0.85	1	1
Spearman correlation	19	8	0.95	3	6
Kruskal–Wallis	11	3	0.55	1	1
All tests	47	13	2.35	4	8

Table D2. All bivariate tests, sorted by raw p

#	Test	Variables	Statistic	df	Raw p	Holm p	BH q	Effect	Survives
1	ρ	Weekday sleep ~ Weekend sleep	0.42	-	<0.001	<0.001	<0.001	0.42	BH + Holm
2	ρ	Weekday sleep ~ Sleep	0.404	-	<0.001	<0.001	<0.001	0.4	BH + Holm
3	ρ	Stimulant use ~ Sleep	0.293	-	<0.001	<0.001	<0.001	0.29	BH + Holm
4	χ^2	Sleep sacrifice × Employ	36.01	12	<0.001	0.014	0.004	0.23	BH + Holm
5	KW	Productivity (5=much	20.12	5	0.001	0.051	0.011	0.09	BH

#	Test	Variables	Statistic	df	Raw p	Holm p	BH q	Effect	Survives
6	ρ	Sleep sacrifice	-0.197	-	0.003	0.147	0.027	0.2	BH
7	ρ	Peer pressur	0.181	-	0.007	0.302	0.047	0.18	BH
8	ρ	Stimulant use ~	-0.179	-	0.008	0.318	0.047	0.18	BH
9	ρ	Sleep sacrifice	-0.158	-	0.02	0.766	0.103	0.16	
10	KW	Academic hours	13.1	5	0.022	0.853	0.106	0.06	
11	KW	Sleep sacrifice	12.35	5	0.03	1	0.129	0.06	
12	ρ	Productivity (5=muc	0.14	-	0.038	1	0.149	0.14	
13	χ^2	Peer pressur	31.82	20	0.045	1	0.164	0.19	
14	ρ	Productivity (5=muc	-0.128	-	0.058	1	0.174	0.13	
15	KW	Sleep sacrifice	9.09	4	0.059	1	0.174	0.04	
16	ρ	Societies count	-0.128	-	0.059	1	0.174	0.13	
17	KW	Screen time by	8.32	4	0.081	1	0.223	0.04	
18	KW	Screen time by	6.21	3	0.102	1	0.255	0.03	
19	ρ	Academic hrs ~	-0.11	-	0.103	1	0.255	0.11	
20	χ^2	Stimulant use ×	27.49	20	0.122	1	0.273	0.18	
21	ρ	Productivity (5=muc	0.104	-	0.126	1	0.281	0.1	

#	Test	Variables	Statistic	df	Raw p	Holm p	BH q	Effect	Survives
22	χ^2	Sacrificed	16.15	12	0.184	1	0.394	0.16	
23	χ^2	Sacrificed	24.92	20	0.205	1	0.401	0.17	
24	KW	Peer pressur	4.56	3	0.207	1	0.401	0.02	
25	χ^2	Redesign week ×	24.69	20	0.214	1	0.401	0.17	
26	χ^2	Stimulant use ×	13.98	12	0.302	1	0.528	0.15	
27	ρ	Screen time ~	0.07	-	0.303	1	0.528	0.07	
28	χ^2	Sacrifice driver	13.67	12	0.322	1	0.541	0.14	
29	χ^2	Sleep sacrifice	13.42	12	0.339	1	0.543	0.14	
30	ρ	Extracurricular hrs ~	0.061	-	0.367	1	0.543	0.06	
31	χ^2	Peer pressur	13.01	12	0.368	1	0.543	0.14	
32	ρ	Screen time ~	-0.061	-	0.369	1	0.543	0.06	
33	χ^2	Sleep sacrifice	20.44	20	0.431	1	0.613	0.15	
34	KW	Screen time by	4.34	5	0.502	1	0.693	0.02	
35	χ^2	Sacrifice driver ×	9.9	12	0.625	1	0.83	0.12	
36	χ^2	Sacrifice driver	16.81	20	0.665	1	0.83	0.14	
37	KW	Academic hours by	1.56	3	0.668	1	0.83	0.01	

#	Test	Variables	Statistic	df	Raw p	Holm p	BH q	Effect	Survives
38	KW	Peer pressur	2.29	4	0.683	1	0.83	0.01	
39	χ^2	Redesign week ×	8.87	12	0.714	1	0.83	0.12	
40	χ^2	Peer pressure ×	8.52	12	0.743	1	0.83	0.11	
41	ρ	Sleep sacrifice	0.02	-	0.772	1	0.83	0.02	
42	χ^2	Stimulant use × Employ	8.15	12	0.773	1	0.83	0.11	
43	KW	Peer pressur	2.51	5	0.775	1	0.83	0.01	
44	ρ	Academic hrs ~	-0.019	-	0.777	1	0.83	0.02	
45	χ^2	Sacrificed activity	7.26	12	0.84	1	0.877	0.11	
46	ρ	Internship hrs ~	0.011	-	0.87	1	0.889	0.01	
47	ρ	Academic hrs ~	0.006	-	0.93	1	0.93	0.01	

Appendix E. Multivariable models, diagnostics and supplementary checks

Table E1. Model 1: sleep sacrifice frequency (ordinal logit, n = 219, reference stream = Commerce/Economics)

Predictor	LR χ^2	df	p	With college type added: χ^2 / p
Extracurricular hours	5.71	4	0.222	5.75 / 0.219
Internship hours	1.4	4	0.844	1.26 / 0.868
Academic hours	2.4	4	0.663	2.48 / 0.649
Leisure screen time	6.07	4	0.194	6.42 / 0.170
Year of study	8.87	4	0.064	12.04 / 0.017
Employment status	3.4	3	0.334	3.12 / 0.373
Stream	13.44	5	0.02	9.20 / 0.101
College type (DU / non-DU)	–	–	–	5.01 (df 1) / 0.025

Stream odds ratios against Commerce (without college type): Business/Management 1.33 (0.51–3.48); Engineering 6.07 (1.90–19.37); Humanities 2.72 (1.18–6.24); Science 1.72 (0.66–4.52); Other 1.21 (0.33–4.49). With college type: Engineering 2.95 (0.78–11.11); Humanities 2.63 (1.14–6.06); non-DU 2.45 (1.11–5.40).

Table E2. Model 2: next-day productivity after <6 h sleep (1 = much worse … 5 = much better; higher = smaller penalty)

Predictor	LR χ^2	df	p	Notable contrast
Weekday sleep	14.37	4	0.006	U-shaped; see main text
Sleep sacrifice	5.87	4	0.209	–
Stream	19.31	5	0.002	Business 4.16 (1.62–10.67);

Odds ratios above 1 are odds of reporting a smaller penalty. The earlier analysis used "Other" (n = 12) as reference and read the ratios as higher loss: against "Other", Business is 10.5 (2.5–44.4) and Science 8.8 (2.2–34.7).

Table E3. Models 3 and 4

Model / predictor	LR χ^2	df	p	Per-step OR (95% CI)
Model 3: stimulant use				
Weekday sleep	8.27	4	0.082	0.74 (0.58–0.95)
Sleep sacrifice	21.17	4	<0.001	1.99 (1.47–2.69)
Screen time	6.32	4	0.177	0.96 (0.78–1.19)
Model 4: sleep quality				
Weekday sleep	42.53	4	<0.001	2.63 (1.96–3.53)
Academic hours	2.76	4	0.599	1.13 (0.89–1.42)
Peer pressure	5.98	4	0.201	0.90 (0.71–1.13)

Per-step odds ratios from models with predictors entered as numeric 1–5 scores. The earlier "linear contrast" ORs (14.8 and 26.9) are contrasts across the full polynomial scale, not per-step effects, and are not reported.

E.1 Proportional-odds (parallel-lines) diagnostics

The Brant test compares the coefficients from separate cumulative binary logits at each cut-point. For stability, sparse end categories were collapsed to four outcome levels, and predictors enter as numeric scores or dummies, so the specifications are simplified versions of Models 1–4. A significant omnibus test indicates that at least one predictor violates the assumption; the per-variable rows identify which.

Table E4. Brant test results

Predictor	χ^2	df	p	Reading
Model 1: sleep sacrifice (n = 219; 4 outcome levels): omnibus χ^2 = 22.24, df = 20, p = 0.328 → assumption not rejected				
Humanities	1.02	2	0.601	OK
Engineering	1.2	2	0.548	OK
Other streams (pooled)	0.56	2	0.755	OK
Non-DU	0.96	2	0.619	OK
Any internship/job	1.75	2	0.417	OK
Year	3.06	2	0.217	OK
Academic hours	0.87	2	0.647	OK
Internship hours	2.95	2	0.228	OK
Extracurricular hours	1.27	2	0.53	OK
Screen time	3.27	2	0.195	OK
Model 2: productivity (n = 219; 4 outcome levels): omnibus χ^2 = 24.81, df = 12, p = 0.016 → assumption violated				
Weekday sleep	5.24	2	0.073	OK
Sleep sacrifice	1.95	2	0.377	OK
Business/Management	0.06	2	0.971	OK
Science	0.12	2	0.94	OK
Humanities	6.43	2	0.04	Violated
Engineering	18.34	2	<0.001	Violated
Model 3: stimulant use (n = 219; 4 outcome levels): omnibus χ^2 = 2.27, df = 6, p = 0.893 → assumption not rejected				
Sleep sacrifice	0.11	2	0.947	OK
Weekday sleep	0.6	2	0.74	OK
Screen time	1.37	2	0.505	OK
Model 4: sleep quality (n = 219; 4 outcome levels): omnibus χ^2 = 19.69, df = 6, p = 0.003 → assumption violated				
Weekday sleep	1.14	2	0.566	OK
Academic hours	18.01	2	<0.001	Violated
Peer pressure	0.28	2	0.869	OK

Reading. The assumption is not rejected for Models 1 and 3, so the main sleep-sacrifice and stimulant-use results stand as reported. It is rejected for Model 2 (driven by Engineering, which has 14 respondents) and Model 4 (driven by academic hours, which is not a significant predictor of sleep quality). The Business and Science productivity contrasts and the weekday-sleep effect on sleep quality satisfy the assumption. As a further check on Model 1, binary logits at each cut-point give the same direction for Humanities: odds ratio 1.75 (0.46–6.70) for "sometimes or more", 3.13 (1.30–7.54) for "often or more" and 1.93 (0.32–11.49) for "almost every day" (only 12 events at the top cut). Work status stays null at every cut-point.

E.2 Multicollinearity

Variance inflation factors for the numeric version of Model 1 are all below 2.1 (Humanities 1.18, Engineering 1.43, other streams 1.59, non-DU 1.63, any work 1.91, internship hours 2.00, year 1.18, academic hours 1.08, extracurricular hours 1.18, screen time 1.10), well below the usual threshold of 5, so collinearity does not threaten the conclusions.

E.3 Interaction tests

Three interactions were tested in the preliminary analysis: extracurricular hours × stream on sleep sacrifice ($p = 0.444$), academic hours × employment on sleep sacrifice ($p = 0.117$), and screen time × gender on sleep quality ($p = 0.005$). The last was driven by a two-person "Others" cell that separated perfectly and is an artefact; because gender is not used in this report it is dropped.

E.4 Non-linearity (AIC)

Relationship	Linear AIC	Quadratic AIC	Result
Sleep sacrifice ~ extracurricular	549.44	547.82	Linear (difference 1.6)
Sleep sacrifice ~ academic hours	551.17	551.04	Linear
Productivity ~ weekday sleep	570.96	567.08	Curved (quadratic p = 0.016)

E.5 Composite pressure index

A three-item index (sleep sacrifice, peer pressure, willingness to sleep more) had Cronbach's $\alpha = 0.48$ (inter-item Spearman correlations 0.18, 0.19, 0.34), well below 0.70. A chi-square test of index tertile against stated driver was not significant ($\chi^2 = 6.68$, $df = 8$, $p = 0.57$). The index is not used; the three items are reported separately.

Appendix F. Derived measures, sensitivity and representativeness

F.1 Band midpoints

Code	Sleep (h/night)	Academic (h/wk)	Internship (h/wk)	Extracurricular (h/wk)	Screen (h/wk)
1	Less than 4 → 3.5	Less than 10 → 5	0 → 0	0 → 0	Less than 5 → 2.5
2	4–5 → 4.5	10–20 → 15	1–10 → 5.5	1–5 → 3	5–10 → 7.5
3	6 → 6	21–30 → 25.5	11–20 → 15.5	6–10 → 8	11–20 → 15.5
4	7 → 7	31–40 → 35.5	21–30 → 25.5	11–15 → 13	21–30 → 25.5
5	8 or more → 8.5	More than 40 → 45	More than 30 → 35	More than 15 → 17.5	More than 30 → 35

Closed bands use arithmetic midpoints; open-ended bands use judgemental values. Weekly sleep = 5 × weekday + 2 × weekend. Sleep benchmark = 7 hours a night (Watson et al., 2015).

F.2 Sensitivity of the main results to the midpoint assumptions

The open-ended bands (more than 40 academic hours, more than 30 internship or screen hours, more than 15 extracurricular hours, "8 or more" sleep hours and "less than" bands) were assigned judgemental values. Table F1 re-computes the combined-load and sleep-shortfall results under five alternative sets of values.

Table F1. Sensitivity to midpoint assumptions

Scenario	Mean load (h/wk)	Mean weekly sleep (h)	Net shortfall vs 49 h	% below benchmark	ρ load × sacrifice	ρ load × weekday sleep	High-sacrifice rate by load tertile (%)
Baseline midpoints	31.8	46.3	2.7	58%	0.04 (p=0.59)	-0.09 (p=0.19)	36 / 53 / 38
Open-ended bands low	31.3	45.4	3.6	58%	0.03 (p=0.62)	-0.10 (p=0.16)	36 / 55 / 37
Open-ended bands high	34.2	47.9	1.1	40%	0.05 (p=0.50)	-0.07 (p=0.28)	36 / 55 / 37
All bands at lower edge	22.3	44.9	4.1	58%	0.04 (p=0.56)	-0.08 (p=0.22)	36 / 52 / 40
All bands at upper edge	42.3	47.6	1.4	58%	0.04 (p=0.57)	-0.08 (p=0.22)	36 / 56 / 36

Net shortfall = 49 − mean weekly sleep. "% below benchmark" = share whose reconstructed weekly sleep is under 49 hours. Tertiles are recomputed within each scenario.

Reading. The null association between combined load and sleep sacrifice (ρ between 0.03 and 0.05, all p > 0.49) and the non-monotonic tertile pattern (about 36% / 55% / 37%) do not depend on the midpoint values. The estimated average shortfall relative to a seven-hour benchmark is sensitive to them, ranging from about 1.1 to 4.1 hours a week, and the share below the benchmark is 40–58%; the headline figure of 2.7 hours is therefore indicative.

F.3 Sleep shortfall and weekend catch-up

Group	n	Weekday h	Weekend h	Weekly shortfall	Catch-up (h/night)	Weekday < 7 h	High sacrifice
All students	219	6.25	7.52	2.7	1.27	56%	43%
By stream							
Commerce / Economics	120	6.39	7.7	1.6	1.31	51%	35%
Humanities / Liberal Arts	31	6.08	6.98	4.6	0.9	61%	61%
Science (Not employedn-	23	6	6.83	5.3	0.83	61%	43%
Engineering	14	6.43	7.79	1.3	1.36	57%	79%
Business/ Management	19	5.37	7.68	6.8	2.32	89%	37%
Other	12	6.92	7.83	-1.3	0.92	33%	33%
By work status							
Not employed	96	6.33	7.7	1.9	1.37	58%	45%
Unpaid internship	58	6.27	7.52	2.6	1.25	57%	41%
Paid internship	57	5.96	7.18	4.8	1.21	56%	37%
Part-time job	8	7.13	7.81	-2.3	0.69	25%	63%
By college type							
DU	160	6.41	7.59	1.8	1.18	51%	38%
Not employedn-	59	5.82	7.34	5.2	1.52	71%	54%

Estimated shortfall relative to a seven-hour-per-night benchmark. Negative values mean average sleep above the benchmark. Groups with n < 15 are noisy.

F.4 Reconstructed weekly time budget

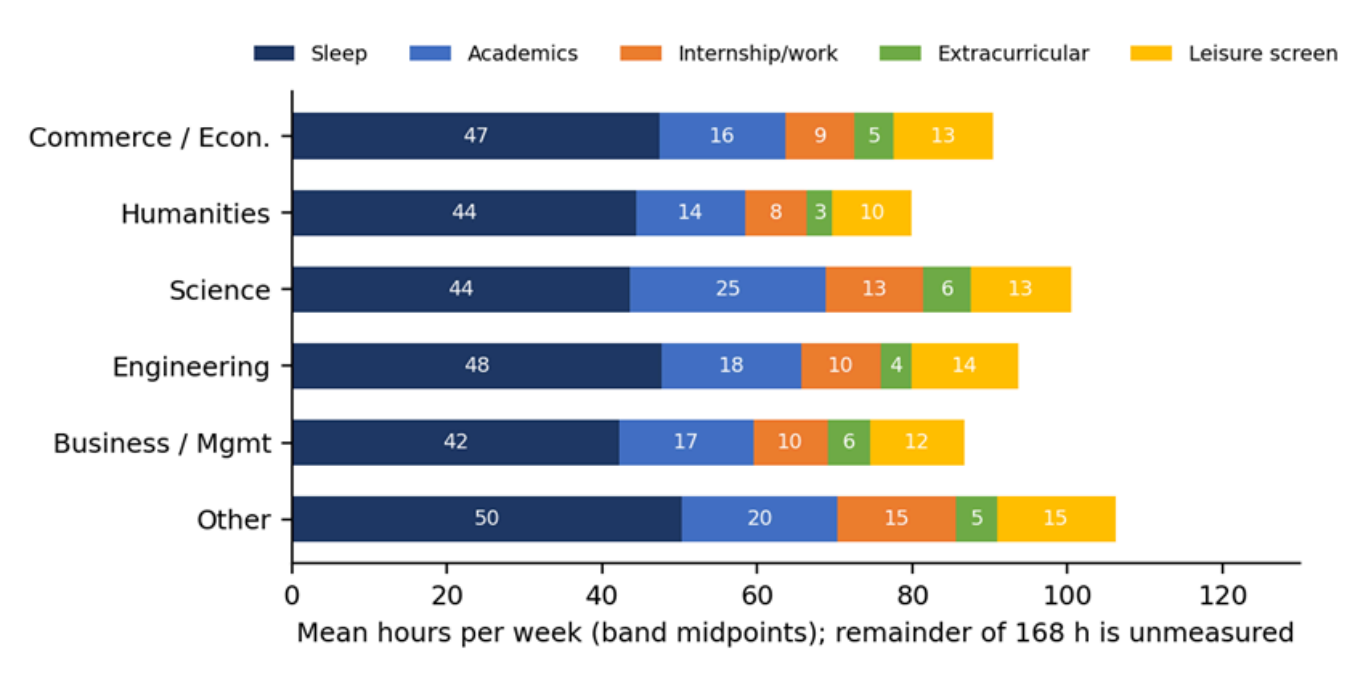


Figure F1. Mean measured weekly hours by stream (band midpoints). The unmeasured remainder of 168 hours (about 77 hours on average) covers commuting, meals, chores, self-study beyond Q17, social time and travel; the survey cannot decompose it. Two respondents' measured hours exceed 168 and are retained

F.5 Representativeness against national benchmarks

Dimension	Category	Sample	National (AISHE 2021–22)	Delhi benchmark
Level	Undergraduate	95.00%	78.90%	[to add]
Level	Postgraduate	5.00%	12.10%	[to add]
Discipline	Commerce / Economics	54.80%	13.3% (UG)	[to add]
Discipline	Humanities / Arts	14.20%	34.2% (UG)	[to add]
Discipline	Science	10.50%	14.8% (UG)	[to add]
Discipline	Engineering	6.40%	11.8% (UG)	[to add]

National figures are summary values from AISHE 2021–22 (Ministry of Education) and should be checked against the source tables; the survey categories do not map exactly onto AISHE categories. Gender is not compared because it is missing for 61% of respondents.

Appendix G. Qualitative coding matrix

Codes: P = theme clearly present; M = mixed or partial; C = counter-example or contradicts the theme; blank = not mentioned. SciA and LAI are 2026 graduates and are given less weight in the text.

Sources: SciA = science alumna; LawA = law alumnus; LAI = liberal arts alumna; EngA = engineering alumnus; DesA = design alumna; EngF = engineering/architecture FGD; LAF = liberal arts FGD; DesF = design FGD; EcoF = economics/commerce FGD; Soc = society leaders; Par1 = parent of a CA-student (SRCC B.Com(H), day scholar); Par2 = parent of a B.Com(H) student (SRCC, day scholar); Cns = counsellor.

Table G1. Theme × source matrix

Theme	SciA	Law A	LAI	Eng A	Des A	Eng F	LAF	Des F	EcoF	Soc	Par1	Par2	Cns	# P
T1 Sleep is cut first when overloaded	P		M	P	P	P	M	P	C	M	P		M	6
T2 Stated sacrifice differs from revealed sleep	P			P							M*			**2**
T3 Weekend recovery / catch-up cycle	P			P		P		P						4
T4 Societies / extracurriculars as career investment	P	P	P	P	P	M	M	C	P	P	M*			7
T5 Institution-imposed schedules or rules take time from sleep	P			M	P	M	P	P	P		M*		P	6
T6 Deadline / exam clustering	P			P	P	P	P	P	P		P	M**		8
T7 Sleep loss harms output (feedback loop)	P	M	P	M	M		P		P	P	P			6

Theme	SciA	Law A	LAI	Eng A	Des A	Eng F	LAF	Des F	EcoF	Soc	Par1	Par2	Cns	# P
T8 Deliberate sleep protection		P		M			P		P	P		M**		4
T9 Commute as a time cost				P	P				P		P	P**		**5**
T10 Internship / credential-race pressure	P	P	P	M	P	P	P		P		P*	M**	P	**9**
T11 Mental-health strain and help-seeking stigma			P			P					M*	C**	P	3
T12 Family support as hidden buffer											P	P**		**2**
T13 Stream / degree-specific status pressure						M	P							1
T14 First-year learning curve				P	P	P	P	P	P		M*			6
T15 Regret that social life, not sleep, was sacrificed	M		P											1
T16 Classroom-versus-industry gap (design, architecture)				M	P	P	M						M	2
T17 Perceived lasting effects of sleep loss				C	P									1
T18 Sleep after college: routine versus job demands		P		P	P									3

Theme	SciA	Law A	LAI	Eng A	Des A	Eng F	LAF	Des F	EcoF	Soc	Par1	Par2	Cns	# P
T19 Stimulants as situational coping				P	P						P*			**3**

Table G2. Evidence for each code

Theme	Evidence
T1 Sleep is cut first when overloaded	Science alumna ~4 h on class days; Engineering and Design FGDs name sleep first; some society leaders and the Econ group deliberately protect sleep; counsellor frames poor sleep as a symptom, not a trade. Engineering alumnus: 5–6 h in college, 2–3 h in exam weeks; design alumna: 0–4 h before juries. Par1: 4 a.m. wake-up and five to six hours of sleep, sometimes five, in CA exam periods. Par2: asked directly about sleep in exams, she described study–break cycles (about two hours of study, a half-hour break) and did not mention sleep. Left blank, not coded as a counter-example.
T2 Stated sacrifice differs from revealed sleep	Science alumna names leisure as the only sacrifice but reports ~4 h of sleep. Engineering alumnus says he was not sleep-deprived while reporting 5–6 h with no fixed routine. Par1*: gives an observed figure (5–6 h) but there is no statement by the daughter to compare it with, so the contrast cannot be shown from this source (changed from P to M). The earlier note that the student "does not report" this sleep is not in the transcript and has been removed.
T3 Weekend recovery / catch-up cycle	"Pay it back" over long weekends (science alumna); weekends spent catching up (Engineering FGD); Design students sleep 8–11 h after juries; engineering alumnus compensated at weekends.
T4 Societies / extracurriculars as career investment	Robotics "leverage"; co-curriculars for confidence; leadership and networking valued above course content; Design FGD members drop societies under workload; both new alumni value societies, competitions and hackathons for skills and career direction. Par1*: daughter is in two or three societies and holds a cabinet post. The parent links this to a general expectation to be "fully groomed" but does not describe societies as a career investment (M).
T5 Institution-imposed schedules or rules take time from sleep	Dance rehearsals 9 p.m.–midnight; a teacher pushed a student out of a society; attendance rules for non-core papers; faculty strictness at juries; counsellor asks for clear institutional guidelines. Design alumna: 9:15–6 classes (to 8 on lab days), eight subjects, group assignments, compulsory attendance; engineering alumnus: six-day weeks in the first two years. Par1*: had to maintain her college attendance percentage alongside CA coaching and took leave at exam time (M: the rule is named, the link to sleep is not drawn).
T6 Deadline / exam clustering	2–3 a.m. bedtimes at exam time; juries cut sleep to 0–3 h; uneven semester demand; triage of emergency submissions. Design alumna: one- to two-day turnarounds and industry juries; engineering alumnus: 2–3 h of sleep in exam weeks. Par1: exam periods with a 4 a.m. start and back-to-back study. Par2**: acknowledges exams and academic deadlines as demanding but describes them as managed through breaks (M).

Theme	Evidence
T7 Sleep loss harms output (feedback loop)	Concentration and assignment completion fall after 1–1.5 weeks of short sleep; one leader had a week of functional difficulty. Both new alumni link better-slept days with higher energy and productivity, but only the design alumna describes a lasting cost. Par1: energy dips and mood swings at 5–6 h of sleep.
T8 Deliberate sleep protection	A Liberal Arts FGD participant avoids all-nighters after a bad exam; some society leaders let academics or health slip rather than sleep; Econ group sees sleep and exercise as preventive; law alumnus now values early starts and rest days. Par2**: stresses rest after the commute, regular breaks and "balance rather than maximum productivity"; sleep itself is not mentioned (M).
T9 Commute as a time cost	Long commutes named by the Econ group. Engineering alumnus: about 2.5 h a day of travel as a day scholar; design alumna: travel made society work chaotic; both note hostellers could stay and work. Par1: 30 minutes each way, up to 45–50 in traffic, by metro; the family kept her at home despite the long commute. Par2**: her son "has to travel quite a lot", the journey is tiring, and rest is needed on return.
T10 Internship / credential-race pressure	At least one internship before placement; BAP students feel less recognised; unpaid or low-stipend work noted by the counsellor. Design alumna: portfolio rebuilt to industry standard, about 80% of her batch placed off campus; engineering alumnus: ambition framed as wealth, little on internships. Par1*: CA runs in parallel with the degree; she sees "a lot more competition" than in her own time, a daughter who must keep choosing a direction, and an expectation to be "fully groomed" (changed from blank to P). Par2**: competition "existed then and still exists", but she frames it as manageable and offset by technology (M).
T11 Mental-health strain and help-seeking stigma	Gap-year anxiety (LAI); call for open conversations on burnout (EngF). Counsellor describes anxiety and depression as recurring concerns and fear of being seen as weak (wording changed from "rising", which one counsellor cannot establish). Par1*: "the pressure was always there" and mood swings (M). Par2**: says open communication means her son "generally does not experience excessive stress" (C, as a parent's perception only).
T12 Family support as hidden buffer	Par1: mother creates 15-minute breaks, jokes, a pre-exam music-and-dance ritual and coffee, tea or milk; estimates the family's share at 30% against the daughter's 70%. Par2**: asks openly what is bothering him, discusses problems together and treats open communication as the stress-management mechanism. Here the buffer is emotional, not practical.
T13 Stream / degree-specific status pressure	General-degree versus specialised-degree recognition; Arts students feel they must stand out.
T14 First-year learning curve	First-year exploration gives way to strategic prioritisation (Engineering, Design, Liberal Arts, Econ FGDs); first-year society exits. Engineering alumnus: first semester easy, workload heavier later; design alumna: first year during COVID, later learned how the institute works. Par1*: describes the school-to-college shift to independent commuting and prioritising, and a first-year commute by metro and auto (M).
T15 Regret that social life, not sleep, was sacrificed	Liberal Arts interviewee would trade academic and extracurricular time for friendships; the science alumna names leisure as what gives.

Theme	Evidence
T16 Classroom-versus-industry gap (design, architecture)	Gap between classroom learning and what students meet in internships, raised by design and architecture students. Design alumna: software used for marks was not used in industry; curriculum seen as outdated.
T17 Perceived lasting effects of sleep loss	Design alumna reports a chronic health condition and a disrupted sleep schedule that she attributes to years of late nights; engineering alumnus says the loss was reversible and left no long-term effect.
T18 Sleep after college: routine versus job demands	Engineering alumnus sleeps about seven hours on a fixed routine, against 5–6 hours in college; design alumna works to overseas hours and sleeps worse; law alumnus values early starts and rest days.
T19 Stimulants as situational coping	Engineering alumnus: an espresso when sleepy in college, now needed to start the day at work; design alumna: one or two energy drinks, taken while working with peers on video calls. Par1*: family offered coffee, tea or milk when energy dipped in exam weeks (proxy report).