

Asian Journal of Research in Social Sciences and Humanities



ISSN: 2249-7315 Vol. 11, Issue 10, October 2021 SJIF –Impact Factor = 8.037 (2021)

DOI: 10.5958/2249-7315.2021.00067.8

AN ONLINE SURVEY OF THE IMPACT OF EXAMINATION CANCELLATIONS AMID THE COVID-19 PANDEMIC: A PERSPECTIVE

Dr. Rekha Choudhary*; Dr. Akansha Jain**

*Assistant Professor,
Department of Economics, Jai Narain Vyas University,
Jodhpur, Rajasthan, INDIA
Email id: rekha.ec@jnvu.edu.in

**Assistant Professor (Economics), Shri Mahalaxmi Girls College, Jodhpur, Rajasthan, INDIA Email id: akansha22.aj@gmail.com

ABSTRACT

The scrapping of board exams by the Indian government is a watershed moment in the country's educational history. An online survey was performed to determine the impact of the decision on students' lives. COVID-19 has caused mayhem in the world's educational institutions, affecting over 1.6 billion pupils in over 200 nations. School, institutional, and other learning facility closures have impacted more than 94 percent of the world's student population. As a result, substantial changes have occurred in every aspect of our lives. Social alienation and movement restrictions have wreaked havoc on traditional teaching practices. To discover more about the effects of the epidemic on students' lives, we surveyed 130 students aged 15 to 18, their teachers, and their parents from several educational establishments in Rajasthan, India. In addition, the study looked at how students of all ages used social networking platforms. Government officials should take all necessary steps, according to the findings, to improve the educational experience by reducing the harmful effects of the COVID-19 outbreak. Through the survey, we learned about the actual conflict and uncertainty that exists among individuals regarding the cancellation of the examination, where some believe it was a good decision taken by the government while others believe it would have an impact on the future education system. According to our findings, people genuinely need this exam to be done with sufficient protection and vaccinations for students, so that kids can have equitable and fair possibilities for their futures and the nation can find better human resources for quicker GDP growth. There are concerns that the academic year of 2021, as well as the succeeding years, may be lost. Alternative educational systems and assessment methodologies must be created and deployed as soon as possible. The outbreak of COVID-19 has provided us with an opportunity to create the foundation for digital learning.

The goal of this study is to provide a detailed analysis of the influence of the COVID-19 epidemic on exam cancellations.

KEYWORDS: COVID-19, Impact, Online education, Students, Cancellation, Examination JEL Codes: A21, I29

8. REFERENCES

Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51.

Aucejo, E. M., French, J., Araya, M. P. U., &Zafar, B. (2020). The impact of COVID-19 on student experiences and expectations: Evidence from a survey. *Journal of public economics*, 191, 104271.

Ball, S. J. (2012). *Politics and policy making in education: Explorations in sociology*. Routledge.

Blundell, G. E., Castañeda, D. A., & Lee, J. (2020). A Multi-Institutional Study of Factors Influencing Faculty Satisfaction with Online Teaching and Learning. *Online Learning*, 24(4), 229-253.

Cook, D. A. (2009). The failure of e-learning research to inform educational practice, and what we can do about it. *Medical teacher*, 31(2), 158-162.

Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96.

Department of School Education & Literacy Ministry of Human Resource Development (2020) PRAGYATA: Guidelines for Digital Education.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.

Hasan, N., &Bao, Y. (2020). Impact of "e-Learning crack-up" perception on psychological distress among college students during COVID-19 pandemic: A mediating role of "fear of academic year loss". *Children and Youth Services Review*, 118, 105355.

Hinrichs, P. L. (2021). COVID-19 and Education: A Survey of the Research. *Economic Commentary*, (2021-04).

Jena, P. K. (2020). Impact of pandemic COVID-19 on education in India. *International Journal of Current Research (IJCR)*, 12.

Kapasia, N., Paul, P., Roy, A., Saha, J., Zaveri, A., Mallick, R., ...&Chouhan, P. (2020). Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India. *Children and Youth Services Review*, 116, 105194.

Mc Cluskey, G., Fry, D., Hamilton, S., King, A., Laurie, M., McAra, L., & Stewart, T. M. (2021). School closures, exam cancellations and isolation: the impact of COVID-19 on young people's mental health. *Emotional and Behavioural Difficulties*, 1-14.

Pokhrel, S., &Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133-141.

Sintema, E. J. (2020). Effect of COVID-19 on the performance of grade 12 students: Implications for STEM education. *Eurasia Journal of Mathematics, Science and Technology Education*, 16(7), em1851.