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RESEARCH ARTICLE

THE ATTITUDE OF SECONDARY AND SENIOR SECONDARY STUDENTS TOWARDS WRITING OFFLINE EXAMS DURING THE COVID PANDEMIC IN THE DELHI-NCR REGION

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Abstract

The spread of COVID transforms the lifestyle of complete society, as everyone was bound to remain self-isolated at their residence to break the chain of infection. The Covid pandemic resulted in a massive disturbance in the academic activities of the education system across the world. So, this study tried to analyze the attitude of secondary and senior secondary students to write the offline exam during the COVID pandemic. Responses were collected from the senior secondary students of classes 9 to 12 from various schools of the Delhi-NCR region. NCR means National Capital Region and comprises of the regions around Delhi which include cities like Gurgaon, Faridabad, Noida, Ghaziabad etc. The NCR region has been expanded to include suburbs of New Delhi such as Sonipat, Bahadurgarh, Meerut etc. Finally, details of 470 respondents were collected through an online survey. The convenience sampling method was used to collect data. The result indicates that the willingness of students to write the exam is positively influenced by their writing practices. In contrast, the frequency of assignments given to students and their gender show insignificant influence. The insight from this paper can help to design the online curriculum in an effective way to increase the willingness of students to write offline exams during this pandemic. This study has become more relevant in the preview of increasing disturbance due to different waves of covid. This study's primary motive is to analyze the attitude of secondary and senior secondary students to write offline exams during Covid.

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Introduction:-

COVID-19 is the ailment caused by a newly founded virus referred to as SARS-CoV-2. World Health Organization recognized this new virus 1st time on 31st Dec 2019 (WHO,2020). Some people who had COVID-19 infection, after hospitalization, still experience fatigue, metastasis, and neurologic symptoms. World Health Organisation is functioning rigorously for the Clinical Management of COVID-19. Researchers' teams worldwide doing studies to save the life of patients and mitigate the effect of the virus.

World Health Organisation has advised keeping social distancing among each other as the 1st precautionary step to reduce the impact of the disease. Each country passed the guidelines to be quarantine to decrease the number of contaminated folks. The education committees try to slow down the transmission of virus by protecting teaching community through keeping them at home and providing them safe and healthy learning environment (Cao et.al.,2020; CDC,2020)

In India residential movement trend is used as a measure to control the spread of Coronavirus (Saha et al.2020). The academic sector like institutions, schools, and universities was closed. Classes were suspended, and each examination of colleges and universities together with entrance tests was delayed indefinitely. Thus, the lockdown disturbed the academic schedules of the student at every stage and the demand for quick shift to digital learning has arisen (Kapasias et al. 2020).

All the classes, examinations, internships, training, etc. planned by the academic institutions were postponed and the academic sector was bound for online modes to complete these tasks due to lockdown. In starting, the educators and the learners were quite puzzled and didn't perceive a way to cope with this pandemic, which compelled the closure of all the tutorial activities. Educational Institutes must encourage students to actively and continuously engage in online learning (Bao 2020).

Different Apps like Zoom, Google meets, Facebook, YouTube, and Skype, etc are used to deliver lectures to the students. The students are connected via the net and through video conferencing. There are WhatsApp groups of parents, teachers, students, and oldsters for effective communication so that they should continuously involve in sharing their problems and give suggestions through this electronic medium.

Online Teaching-Learning for Secondary students in India

This Pandemic led to the long and indefinite closure of schools and colleges. To complete the syllabi in the predetermine academic year had become a challenge for both educational institutions and students. During the lockdown time of the novel coronavirus illness 2019 (COVID-19), the entire educational system, from basic to tertiary level, has collapsed not just in India but around the world (Lederman, 2020).

They try to find out ways to meet out this challenge. No doubt that these online reforms have created inconvenience for students and facilitators, but they have also sparked new examples of educational innovation involving digital interventions (Muthuprasad, T. et al., 2020).

In this pandemic, many Indian multinational educational technology companies like BYJU'S, Vedantu, and Unacademy provided an online learning platform and start giving free access to their services as per the demand of the students. These firms offer online lecturers and study materials for learners and students.

For a long time, online education has been seen as a way to serve a specific population of students who are typically older and have more familial, financial, and work-related responsibilities than on-campus students (Hussein, Daoud, Alrabajah&Owais, 2020, Jung & Rhea,2020).However, many studies says that online teaching should be well planned, carefully designed and specialised teaching infrastructure, with the quick and transient transition (Hodges et al. 2020). Students prefer face to face learning in comparison to online learning (Wilde & Hsu, 2019).

Educational establishments in India have also created a shift to an online learning atmosphere shortly after when Union Government's call to impose nationwide lockdown, which was later extended for many more days in the coming months. However, the foremost worry for the teaching fraternity is the quality of learning and how the content is designed for online learning.A study by Adam et al. (2012) says that there was no substantial difference in satisfaction derived from online learning and face-to-face classes and that online classes can be just as good as traditional classes if they are structured properly.

The constraints faced by the students as well as the accuracy of content delivery by the academicians and its understanding by the students are two important criteria for effective online education. In online learning courses should be designed in such a way that student should set aside a regular time to focus the study as the use to do in traditional schools (Wang, Shan- non, & Ross, 2013). These facts demonstrate that, when properly planned, online learning can be a great replacement for traditional classroom learning.

In this research, much more pertinent thinking came into notice that online training has never been attempted at this scale in India, and this resembles an enormous social test. Further, in secondary school student's areas, the educational plan for these students gives a great deal of significance to fundamental perspectives of primary education, and receiving it through the web stage can finalize the effectiveness of online teaching. In this line, we have analyze the willingness of Delhi- NCR secondary and senior secondary students towards offline exams after one year of online studies and different ascribe, making web-based learning more effective, successful and fruitful.

The outcomes of this research are significant for academic organizations due to these fundamental reasons. Initially, the sudden move to online mode has been an unexpected one because of the exceptional lockdown forced to oversee the COVID-19. The establishments didn't have the opportunity to plan and receive the course substance for online mode. In this specific circumstance, the inputs given by secondary and senior secondary students can be assimilated to make web-based learning simple, proficient, and profitable. Second, even after lockdown is disavowed, life after the COVID-19 pandemic won't resemble previously, and online teaching-learning is digging in for the long haul, however, in blend with standard classes. All the schools in Delhi-NCR transforming and now modifying their course content as per the requirement of e-learning.

The outcomes of our research can provide a valuable contribution towards conducting offline examinations for secondary and senior secondary students during the Covid-19 pandemic. Our study shows the willingness level of the students towards offline assessment during this harsh time. In the following segments, we give a concise review of the literature followed by statistics and techniques used to express the approach utilized in the research. At that point, we examine the outcomes and the suggestions followed by closing comments of the study.

Literature Review:-

Educational institutions throughout the world have shut because of the COVID-19 pandemic affecting academic schedules. All the educational institutions have switched to online learning mode to keep the academic exercises continue without constraints. A developing nation like India faces technical limitations like appropriate gadgets all over the nation and transmission capacity accessibility gives a real test. It has become a topic to discuss the planning and readiness for online learning. It is indispensable to know the willingness and readiness of the students before going for the offline exam for the session. It is essential to consider their mental and physical strength. In this section, we tried to determine the factor that can affect online learning and their impact on students of different categories from the related literature review.

Given the scenario generated by the Covid 19 virus, the influence of pandemic on education has been a hot topic for researchers. Furthermore, students have a favourable opinion of e-learning and find it beneficial. GirikAllo, Markus. (2020). Warner et al. (1998) discussed web learning planning and the area of Australian technical schooling. They depicted status for web-based adaption essentially for three aspects: (1) the inclination of students for the method of conveyance went against to study eye-to-eye hall guidance; (2) students have faith in using the electronic correspondence for realizing, which incorporates fitness and faith in the use of the Internet and PC based correspondence; and (3) ability to participate in autonomous learning.

In the midst of the COVID-19 pandemic, learners' perceptions of online learning demonstrate that it is beneficial. They perceived online learning is very helpful in the middle of pandemic. This study not only found that online learning is beneficial in the face of the COVID-19 epidemic, but it also shed light on internet access, budgetary issues, and the implementation of online learning. In light of the students' financial situation, they expect that instructors will make use of resources such as the free Messenger programme in the Online Learning System. They mentioned that individual chores are better to keep the gap physically due to pandemic, but they require group projects to support friends who do not have an online pulse because of the availability of internet access. GirikAllo, Markus. (2020).

Swan et al. (2000) described any endeavors to fortify the adequacy of web-based adapting needs to comprehend the impression of the students. Studies have recorded both optimistic and ominous considerations by students on web-based learning. A few examinations show that the teacher's association with understudies significantly affects the understudy's view of web-based learning—consistency in course configuration.

The degree of instructional importance on learning is through internet learning (Chizmar and Walbert (1999); McCall (2002). National Centre for Vocational Training Research (2002); said that skills are needed to utilize the innovation. (Wagner et al. 2000) said that skills are required to use the technology. Consequently, a viable online class relies on all around organized course content (Sun and Chen (2016)), decidedly ready teachers (Sun and Chen (2016)), trend-setting innovations (Sun and Chen (2016)), and input furthermore, clear directions (Gilbert, 2015). Wagner.

The Covid-19 pandemic has altered the teaching and learning process in higher education, as well as the interaction between students and teachers. (Juliana, Saffardin & Teoh, 2021). Social media, when used properly, can usher in a

new era of social learning, social presence, and an alternate platform for online learning. (Sobiah, Hasanein & Abu Elnasr, 2020). Student motivation, technological challenges, time management, and limited internet connection were highlighted as important contributions of offline education, which is still the most popular teaching style. To boost the effectiveness of face-to-face education, students in the offline teaching model are required to attend class in person. (Leisi Pei and Hongbin Wu, (2019).

Online education is ineffective because students struggle to acclimate to the online style of education, and offline education remains the most desired medium of education. (Teoh, Gan & Seow, 2021). By utilising online learning, the schools strive to maintain the educational process and global education continuity. (Ali, 2020; Teoh & Kee, 2020).

Few shortcomings were also identified with web-based learning like Slows in answering (Hara and Kling (1999); Petrides (2002); Vonderwell (2003)), suspicion of their peers' claimed skills (Petrides (2002)); a lack of social mobility or emotional withdrawal (Woods', (2002); Vonderwell (2003); Lin & Zane, (2005), difficulties in coordinating with co-learners, & technical features Piccoliet al.(2001). Song et al. (2004), reported regarding teacher problems Muilenburg & Berge, (2005), and higher student attrition rates Frankola (2001). Barriers or weaknesses in online learning led to more discipline, writing ability, and self-motivation; and the requirement by the online users for having a time commitment to learning (Golladay et al. (2000); Serwatka (2003).

Several studies compared the effectiveness of online tutorials to the traditional classroom. The types of interactions that can occur online and in traditional classrooms vary considerably, and the impact of communicating in one environment versus another may have a direct impact on learner's and facilitator's attitudes. Learner's and facilitator's views of online learning experiences vs. traditional classroom experiences were investigated in the studies, with mixed results (Muthuprasad, T. et al., 2020). Traditional education is generally costly and time-consuming, with mixed benefits. E-learning provides a faster, less expensive, and possibly better option. E-learning must be implemented and made easily accessible to everyone. (Suresh, Priya, & Gayathri, 2018). In today's environment use of e-learning become mandatory to impart knowledge. Teachers must be able to adapt to technology advancements in the educational process. (Sun, Tang, & Zuo, 2020).

According to the study, online education is ineffective since students struggle to acclimate to the online style of education, and offline education remains the most favoured medium of education. Students' usage of e-learning is significantly influenced by perceived utility, perceived simplicity of use, self-confidence, and subject matter norms. To maximise learning in particular scenarios, some key characteristics of the online process must be applied. (Khafit, Sulastrri and Fauzan (2020). Academic institutions can create a step-by-step guide to show teachers and students how to access and utilise various e-learning tools, as well as how to cover significant curricular subject using these technologies, therefore minimising digital illiteracy. Teachers can use films, audios, and texts to teach the curriculum in a variety of ways. To gain rapid feedback and retain a personal connection with students, educators should supplement their lectures with video chats, virtual meetings, and other methods. (Huang, Tlili, Yang, Chang, Wang, Zhuang, & Liu, 2020).

Various studies have been shown in the literature, each of which presents a basic structure for understanding students' perceptions towards online education. Papers have also identified a possible shortcoming in online teaching-learning performance. However, few papers have tried to analyze and present students' perceptions and preferences in India. It's understandable that, before the Covid-19 pandemic, only a small number of distance education networks used online modes of education. But for secondary & senior secondary students this online system is very new and will take time to have used to.

The literature has featured various models that allow the entire system to comprehend the secondary student's insight into online teaching. Papers have likewise featured expected benefits for the progress of online teaching-learning. However, no one tried to find out the secondary and senior secondary students' insight and inclination towards online teaching in the Indian setting, their willingness to write offline examinations. Further, as far as we could know, a study on this line has not been attempted. Although, they adopted the online teaching procedure and are going to take the offline exam. But we need to analyze the level of their preparedness for exams.

We tried to fill this gap with our study, drawing insight from the literature review in finding out the research problem, focusing on secondary and senior secondary students' willingness towards offline examination in the session 2020-21.

Objectives:-

1. To explore the problems faced by the Secondary and senior secondary students during the online teaching-learning process in Covid-19 in Delhi-NCR.
2. To study the Willingness of Secondary and senior secondary students for writing their final offline exams after one year of online study during Covid-19.

To Analyzes objective Number 2, three hypotheses are formed: -

- H1: The frequency of assignment and willingness of offline exams are statistically dependent variables.
- H2: Writing practice and willingness of offline exams are statistically dependent variables.
- H3: Gender and willingness of offline exams are statistically dependent variables.

Research Methodology:-

A structured preliminary questionnaire was developed with the help of existing literature and further improved after the consultation of some school teachers. Firstly, a pilot study was done with 20 students and further improvement was done in the questionnaire. It includes multiple-choice questions and to measure and analyze it, a five-point Likert scale was used (5 for most satisfied & 1 for most dissatisfied). For demographic questions, the respondent was allowed to enter free texts, and multiple-choice options are given. The survey was conducted through the Google form platform in the Delhi- NCR region of India. NCR means National Capital Region and comprises of the regions around Delhi which include cities like Gurgaon, Faridabad, Noida, Ghaziabad etc. The NCR region has been expanded to include suburbs of New Delhi such as Sonipat, Bahadurgarh, Meerut etc. Primarily, some schools were approached and their teachers were informed about the questionnaire and then asked them to forward it through WhatsApp and e-mail to their class students. Class teachers assured us that they will train their respective students for the questionnaire and act as a source only to forward the questionnaire to their students. Proper instruction was also given on the google form to fill it, and it was taken into consideration that it should be filled only by students.

Population & Design

Secondary and senior secondary school students were chosen as the respondent for this study. Students are the most affected population from online studies. In the present study, descriptive research examined the senior secondary students' willingness to write offline exams during Covid-19. The participants were secondary and senior secondary students from different schools of the Delhi NCR region. We selected our sample by using a convenience sampling technique. It includes 91 students from 9th, 112 students from 10th, and 128 students pursuing 11th, and 139 student's from 12th. A total of 470 responses were considered for further analysis.

Research Approach

A survey was conducted through Google online platforms from 10th March to 30th March 2021. The online survey questionnaire contained three subgroups:

- (a) The first part describes the demographic information of the students, such as gender, age, and place.
- (b) In the second part, the students are asked to describe their daily learning routine, internal examination pattern, and mode of online learning.
- (c) Final section of the questionnaire deals with the willingness of students to attend the offline final exams and the effectiveness of online teaching in academic preparation for the session 20-21.

This research aims to investigate the attitude of students to write offline exams after attending online classes during Covid-19.

Result Analysis

In this research, we surveyed a sample size of 470 senior secondary students from different schools. A summary of demographic details in the form of numbers and percentages is provided. To analyze the hypothesis Pearson Chi-square test was used. Utilizing a chi-square test, I recently established a genuinely massive connection between our two categorical factors.

1 Demographic characteristic of Participants

1.1 In this study Delhi- NCR (National Capital Region) is taken as a sample area. From there, a total of 470 students from different schools have participated in the online questionnaire. The detail of the respondent demographically is presented in tables & figures.

Table 1:-

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	265	56.4	56.4	56.4
	Female	205	43.6	43.6	100.0
	Total	470	100.0	100.0	

Out of the total, there were 265 (56.4%) male respondents & female respondents 205(43.6%)

Table 2:-

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13	14	3.0	3.0	3.0
	14	83	17.7	17.7	20.6
	15	99	21.1	21.1	41.7
	16	93	19.8	19.8	61.5
	17	140	29.8	29.8	91.3
	18	41	8.7	8.7	100.0
	Total	470	100.0	100.0	

Maximum respondents are from the age group 17 (140 – 29.8%), from age 15(99 - 21.1%), from age 16 (93 - 19.8%), age 14 (83 - 17.7%) belong. From age 13 & 18 least number of students belong (3.0% & 8.7%).

Table 3:-

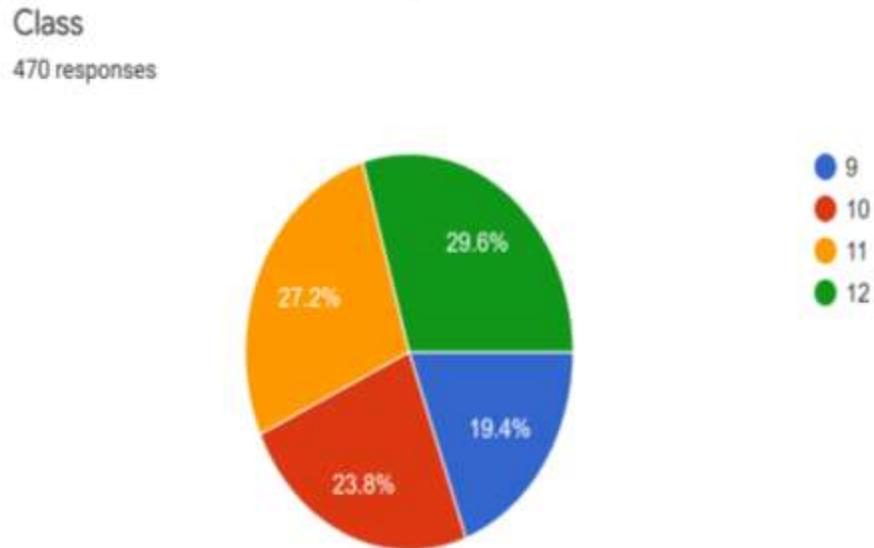
Place of Residence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Delhi-NCR	201	42.8	42.8	42.8
	Ghaziabad	156	33.2	33.2	76.0
	Any Other	95	20.2	20.2	96.2
	Delhi	12	2.6	2.6	98.7
	Meerut	4	.9	.9	99.6
	Gurugram	2	.4	.4	100.0
	Total	470	100.0	100.0	

Among the students, 201(42.8 %) belong to Delhi-NCR, and the rest of the respondents, 269 (67.2%) belong to other areas.

Class

A total of 470 responses was considered for analysis. We can see from figure 1 It includes 91 students from 9th (19.4%), 112 students from 10th (23.8%), and 128 students pursuing 11th(27.2%, and 139 student's from 12th (29.6%).

Figure 1:-



1.5 Conduction of online classes during Covid-19

In our study we find out that all the teaching institutes provide education to their students through online mode as it is proved through analysis also, we can see that 97.4 % students say that they are being taught through online classes.

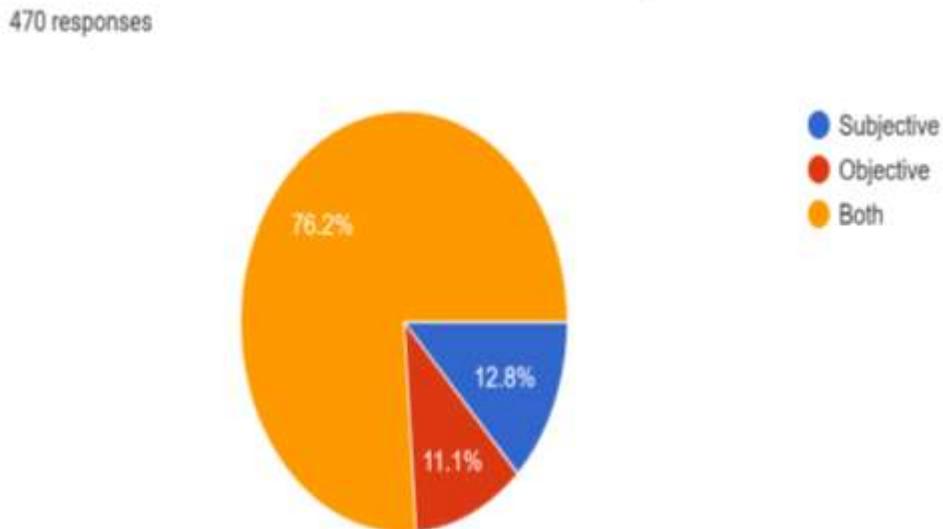
2. Analysis of Internal Examination Conduction during session 20-21

In this paper, we try to find out the pattern of internal exams and their mode of submission of answersto check the writing practice of the students and authenticity of internal exams for the students in sessions 20-21.

2.1 Pattern of Internal Examination

Figure 2:-

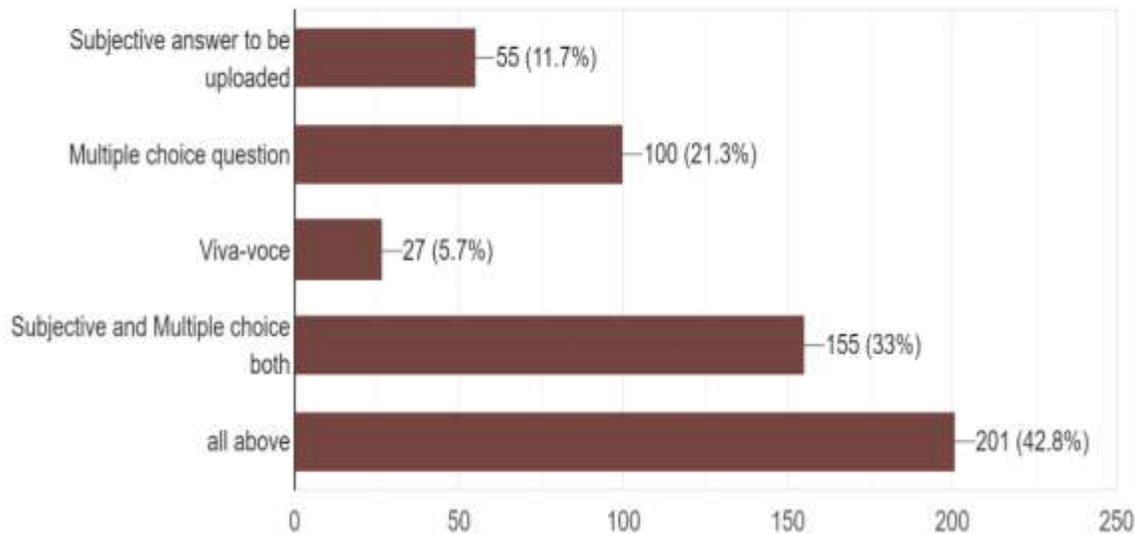
Pattern of Internal Examination Conducted during session 20-21



According to Figure 2, a statistically significant number i.e. 358(76.2%) of students says that they have both types of internal exam subjective as well as objective, 53 (11.1%) students have only objective type exams. These students are provided with a number of options as an answer for a question and they have to choose the best one. 61 (12.8%) students have an only subjective exam for the session20-21. Subjective examination is evaluated by giving your opinion. Subjective question includes short- answer, essay, extended responses, problem solving etc.

2.2 Mode of submission of examination answers.

Figure 3:-
Mode of Internal Examination submissions used during session 20-21
470 responses



According to figure3, a statistically significant no of students 201(42.8%) says that in online examination their school follow all the methods to submit the internal exam answer like they have to write subjective answers, objective answers and Viva -voce also while 155 (33%) says that they have to give answers in subjective and multiple-choice in both the ways. 100 (21.3%) students say that they have to answer in multiple-choice and 55(11.7%) students say that they have to upload their answer in subjective mode by picture clicking. Only 27(5.7%) students say that they need not to write the answers only viva-voce is taken for their internal assessment.

3. Strength of Online Learning during Covid-19

3.1 Reliability of technology used

The result of the study in Table.4 shows that most students (33.4%) are neutral and rank 3 on the Likert scale related to the reliability of the technology. 23.2% of students said that technology used during Covid-19 for online learning is good, and 17.4% of students say it is excellent to use the technology and benefit from it. In contrast, there are few students (11.9%) who are not at all satisfied with the technological parameters. Few (14%) are ok with the technical uses during Covid-19 for online learning in Delhi-NCR.

Table 4:-

		Reliability of Technology			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	56	11.9	11.9	11.9
	2	66	14.0	14.0	26.0
	3	157	33.4	33.4	59.4
	4	109	23.2	23.2	82.6
	5	82	17.4	17.4	100.0
	Total	470	100.0	100.0	

3.2 Opportunity to Attend Classes from Anywhere

Online teaching allows secondary students to attend their classes according to their convenience. This will reduce the loss of studies, save travelling time as it is approved by Table.5. 83.9% of students are in favour, and only 16.1% of students disagree with this statement that it is possible to attend the online classes from anywhere at their convenience

Table.5:-

opportunity to class from anywhere					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	34	7.2	7.2	7.2
	2	42	8.9	8.9	16.2
	3	98	20.9	20.9	37.0
	4	123	26.2	26.2	63.2
	5	173	36.8	36.8	100.0
Total		470	100.0	100.0	

4Assessment of Willingness of students in writing offline exams**4.1 Frequency of assignments and willingness of writing offline exams**

We tried to analyze (H1) that are there any relation between the number of assignments given to students and their willingness of writing offline exams. The Pearson Chi-Square value for above is greater than $p \geq 0.05$ at a significance level of 5%. (table.6). So, we will reject the above hypothesis. There is enough evidence to suggest a dependency between frequency of assignment and willingness of students for writing offline exams after online studies in Covid-19 for the session 2020-21

Table 6:-

Preference of offline exam * assignments submitted Crosstabulation							
Count		assignments submitted					Total
		1	2	3	4	not any	
Preference of offline exam	1	13	13	12	14	27	79
	2	13	16	7	5	12	53
	3	22	25	11	8	25	91
	4	21	32	11	6	19	89
	5	44	40	24	15	35	158
Total		113	126	65	48	118	470

Table 7:-

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.508 ^a	16	.243
Likelihood Ratio	19.082	16	.264
Linear-by-Linear Association	7.541	1	.006
N of Valid Cases	470		

4.2 Writing practice and willingness of offline exams

We tried to draw a relation between variable Writing practice and willingness of offline exams (H2). The Pearson Chi-Square test for the analysis at significance level was ($p \leq 0.05$)(table.8). So, we can accept the above hypothesis. Hence we can draw that there is a dependency between writing practices and students' willingness to write offline exams after online studies in Covid-19 for the session 2020-21.

Table 8:-

Preference of offline exam & writing done by you Crosstabulation							
Count		writing done by you					Total
		3-5 Pages	Less than 3 pages	6-8 pages	More than 10 pages	9-10 pages	
Preference of offline exam	1	9	34	11	17	8	79
	2	20	13	11	7	2	53

	3	33	20	15	11	12	91
	4	30	16	25	14	4	89
	5	48	32	37	26	15	158
Total		140	115	99	75	41	470

Table 9:-

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.565 ^a	16	.001
Likelihood Ratio	40.898	16	.001
Linear-by-Linear Association	.229	1	.633
N of Valid Cases	470		

a. 1 cells (4.0%) have an expected count less than 5. The minimum expected count is 4.62.

4.3 Association between gender and willingness of offline exam

We tried to draw a relation between gender and willingness to take an offline class. The Pearson Chi-Square value $p \geq 0.05$ at significance level (table.10). So, our hypothesis got rejected. There is not enough evidence to suggest a dependency between gender and willingness of students for writing offline exams after online studies in Covid-19 for the session 2020-21

Table 10:-

Preference of offline exam * Gender Crosstabulation				
Count		Gender		Total
		Male	Female	
		Preference of offline exam	1	
	2	31	22	53
	3	52	39	91
	4	43	46	89
	5	88	70	158
Total		265	205	470

Table 11:-

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.650 ^a	4	.325
Likelihood Ratio	4.669	4	.323
Linear-by-Linear Association	2.197	1	.138
N of Valid Cases	470		

a. 0 cells (.0%) have an expected count less than 5. The minimum expected count is 23.12.

5. Effectiveness of online teaching in Academic preparation for session 20-21

We try to study five parameters to analyze the effectiveness of online teaching in academic preparation as effective preparation of exams can help in increasing students' willingness towards writing offline exams for session 20-21 areas follows: -

5.1 Online classes provide sufficient material to study for offline final exams

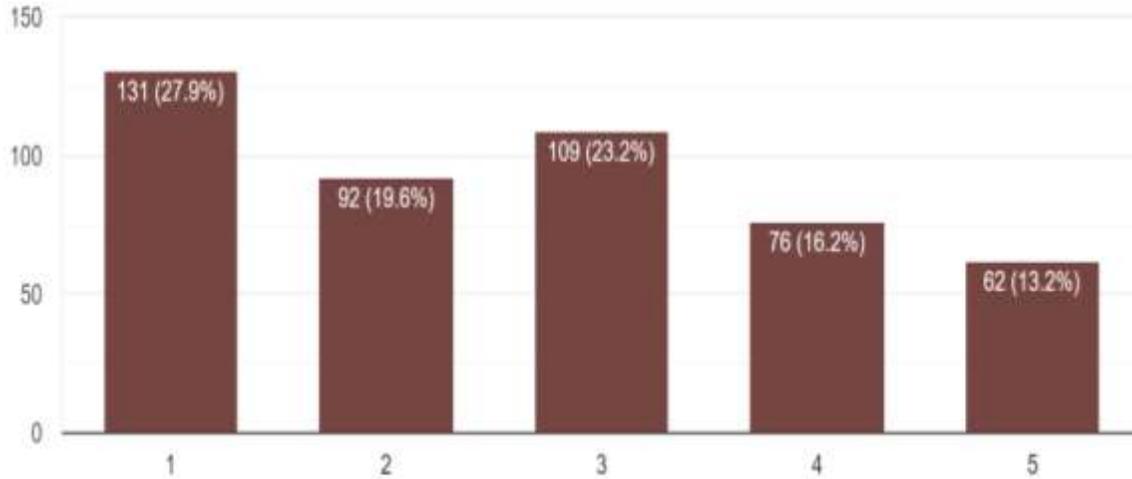
In our study, we try to find out the effectiveness of online teaching whether in online teaching schools are providing sufficient material to the students for their attempt towards offline exams. We can see that out of 470 students only 62 (13.2%) students say that they have sufficient material to study, while 131 (27.9%) students say that they don't have the required material which will help them in preparing for final exams. 109 (23.2%) students are neutral

towards this thought, 76(16.2%) students say they have the material but not sufficient for study to get good marks and 92(19.6%) disagrees with this thought of getting sufficient material to study for final exams.

Figure 4:-

Online classes provides sufficient writing practice to write offline final exams

470 responses



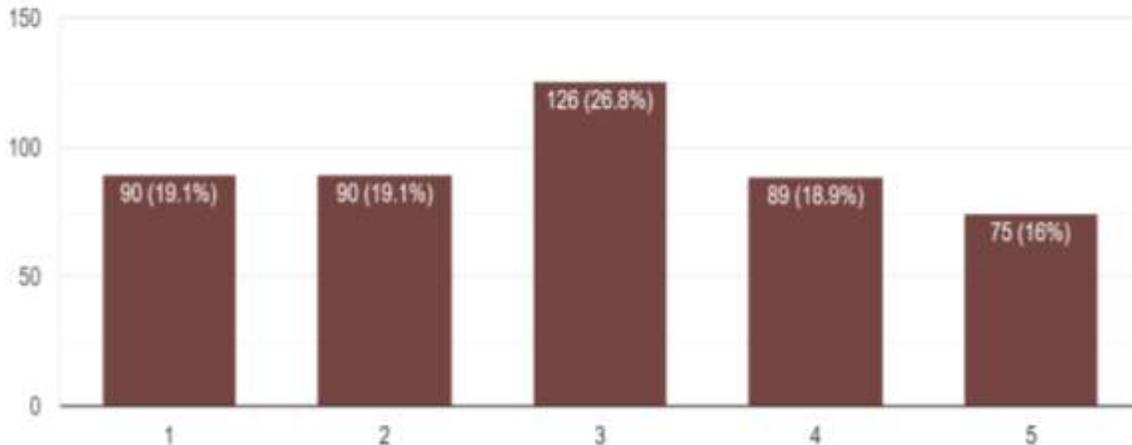
5.2 Problems faced in consulting subject teachers during an online environment

While studying for the exams student faced a lot of problems which they want to discuss with their subject teacher to get a proper solution and better preparation of exam. Through this figure, we can see that only 75(16%) students say that their teachers are easily approachable for consultation ,89(18.9%) say that they are approachable but not always, 126(26.8%) students are neutral to this thought, 90 (19.1%) students say that it is problematic to approach their faculty members for their query 90(19.1%) students dissatisfied with the cooperation of their teachers according to them they are not able to contact with their faculty members to solve the problem which they are facing during their studies.

Figure 5:-

Not any problem is faced in consulting subject teachers during this online environment

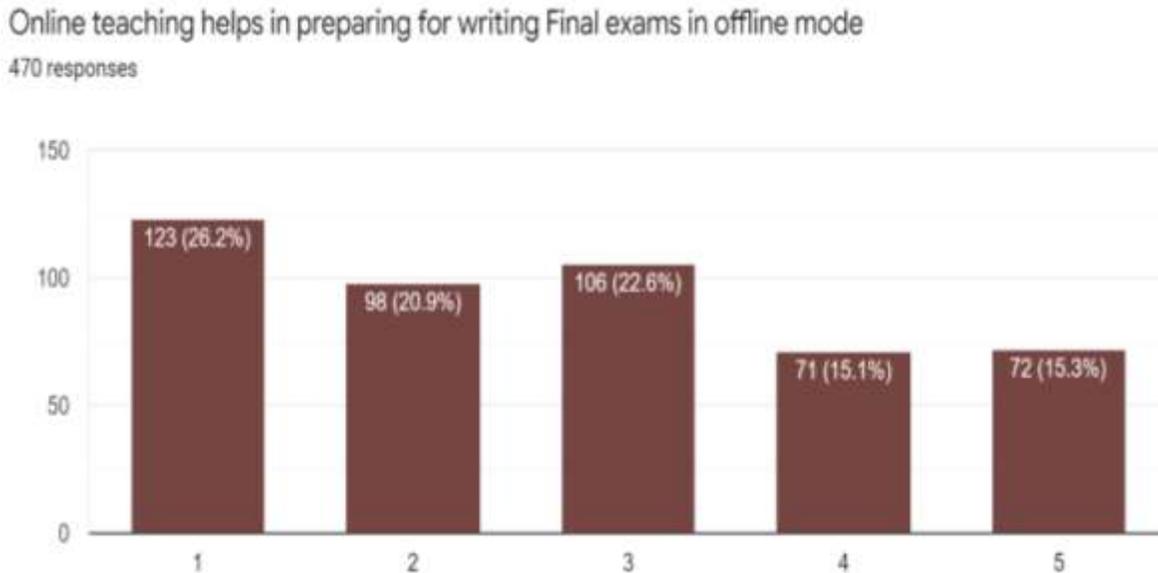
470 responses



5.3 Online teaching helps in preparing for writing final exams

Students will have confidence to attempt the exams if they have sufficient material and learning of the subject. Figure 8 indicates that students think online studies are not going to help in writing final exams as, 123(26.2%) students are strongly disagreeing with this thought, only 72(15.3%) students are in favour of this that online teaching helps in the preparation of offline final exams. 106(22.6%) are neutral of this thought.

Figure 6:-



Discussion & Conclusion:-

The eruption of Covid-19 has perpendicular the lifestyle of all elements of the society. To break the virus chain one of the important precautionary steps taken was the closure of academic establishments. New learning strategies for the online delivery of education content were introduced (Johnson et al., 2020; Di Pietro et al., 2020). However, these measures will have semipermanent solutions for scholars (Cohen et al. 2020).

There is a need for the hour to study and analyze the consequences of online education. This paper aims to research the impact of the COVID-19 pandemic on students' education and willingness to write offline examinations during COVID-19 and indicate results concerning its consequent effect on their studies and their routine.

Limited category interaction and inefficient routine considerably affected the motivational levels among students. The students are motivated to learn social skills in a school environment better than online teaching. Moreover, the major challenge for online learning is the demand for economical digital infrastructure and a digital skillset for each student and lecturer. In this research, our findings indicated that the Covid-19 had a considerable impact on scholars' minds, education, and daily routine.

Further, this study analyses the willingness of the secondary and senior secondary students to write the offline exams in Covid -19. The finding of this study suggests that all the schools have normally 4 to 5 online classes to cope up with their syllabus in this academic session, but still a maximum number of students want more assignment and reading material for studies as they think whatever they are getting is not sufficient to increase their knowledge. The students specify that they have their internal examination in a subjective as well as objective manner which helps them to analyze their strengths and weaknesses related to the subjective knowledge. This study suggests that the majority of secondary students prefer Zoom as a medium for online lessons. Laptop and smartphones have become the preferred tool for taking benefits of online learning. Students selected to use mobile data for connecting their classes on time. They also indicate that What App is the most convenient way to communicate among teachers and students.

Our research explores the different benefits enjoyed by the students during their online learning mode as online learning makes it possible to study for those who otherwise won't attend the classes. Now they can hear the classes

at their convenience. Online classes save the travelling time of the students which will increase their study time. We try to explore the effectiveness of online teaching in academic preparation for sessions 20-21 as through online teaching students are not very satisfied. They are not able to enjoy the same level of dedication and material to study as their faculty members are approachable to them but not always which creates a kind of dissatisfactions among students. Face to face interaction with the faculty member create more interest among students as compared to screen interaction. Their scores are better in online exams than offline exams. They are not willing to write their final exams offline as they think they are not well prepared for the exam paper due to lack of study material and confidence to write the exam paper.

This paper explores that there is no relationship between gender and assignment submission on secondary and senior secondary students' willingness to write offline exams after one year of online studies. On the other side, writing practices matter a lot for their desire to attempt offline final exams as more writing will create a confidence level among them to write the exam papers in session 2020-21.

Practical Implication

The insight from this paper can help to design the online curriculum in an effective way to increase the willingness of students to write offline exams during this pandemic. In post covid scenario the authorities in education sector can design the curriculum in a way which will inculcate writing pace in students that will increase the confidence level of senior secondary students to attempt an offline exam. As during this pandemic writing practices of student decrease. The students should have easy access to their faculties and mentors who can guide them and help them to study effectively for the examination. Proper consultation with the faculty members can boost the confidence level of the students as they are able to get solutions of their problems. This study has become more relevant in the preview of increasing disturbance due to the further waves of covid 19.

Limitations

There is some limitation to our study that should be noted. The study was restricted to Delhi-NCR students due to time constraints. Another limitation is the sampling technique used as it relies on voluntary participation that leads to selection bias.

Declaration of Competing Interest

The author declares that I have no known conflict that could have influence the work done in this paper.

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