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Experiences of Students Towards Online Classes During the COVID-19 Pandemic

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Abstract

This study investigates the experiences of students with online classes provided by the campus in the time of COVID-19 Pandemic in Nepal. The students studying at Kailali Multiple Campus were the participants of the study. The study was based on qualitative research design employing interpretive paradigm. Five students were interviewed using the semi-structured interview through the interview guidelines. On the basis of collected data, different themes were derived. Online classes became the alternative ways of education, and the classes included disturbed interaction in online classes. Alongside, online classes needed the skill of using devices for teachers and students. In the same way, students revealed distinctions between online and physical classes. Finally, students faced obstacles for attending classes due to the irregularity of internet and electricity. It can be said that online classes can be better ways of education in the pandemic and in difficulties, but skilled teachers are the musts for the improved implementation.

Keywords: classes in person, difficult situations, online learning, ICT devices, lockdown

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Introduction

Students get education in ways that teachers and colleges provide. Online classes are the ways of learning through the means of online using Information Communication and Technology (ICT) devices are conducted virtually. There appeared a disease in the world, and WHO declared COVID-19 as a global pandemic in March 2020 which affected in different walks of human life and livings. Education could not be exceptional from that impact. Along with this, different countries including Nepal locked down. Within the span of lockdown, the academic institutions were closed. This type of lock down put a significant trouble on the academic institutions for facing with the unprecedented shift from traditional way to online. Restrictions imposed by the majority of nations, where the educational medium has changed to either synchronous or asynchronous modes (Almahasees, et al., 2021). Additionally, Almanhasees, et al. (2021) claimed that more than 190 countries had experienced the largest disruption of educational systems in history.

Higher education institutions, including those in Dhangadhi, Kailali, where some staff and students were infected, were forced to switch to online platforms (Zoom, Meet, Teams) due to partial or total lockdowns caused by COVID-19. Teachers adjusted to transfer content and engage students virtually (Jora & Joshi, 2025), and campuses shifted course delivery online, utilizing recent technological advancements that proved invaluable during the pandemic (Chatterjee & Chakraborty, 2020; Dhawan, 2020). Lockdowns and social distancing measures did not stop the disease from spreading and seriously disrupting education around the world. As a result, societies and universities responded in novel ways (Azzi-Huck & Shmis, 2020; Alvarez-Risco et al., 2021).

At the time, the online course system presented two difficulties. One was that those smartphones and other devices had to be available to students. They then needed to obtain the data, which was highly costly at the time. In doing so, they had to be suffered from the network problem in all the places of Sudurpaschim Province. Online classes cultivated the depressing views of parents and children who were unable to have the access of physical education during pandemic. The pandemic created the situation of providing education to students virtually. Increasing health literacy, creating better detection tools, and enabling local, provincial, and federal governments to take action during a pandemic could be a multifaceted battle (Alvarez-Risco et al. 2020). At that time, Nepal's educational institutions were heavily got affected because of the COVID19. Within this context, the study was

carried out to explore the views of students at Kailali Multiple Campus on online classes and to explain the impacts of online classes on students.

Online education stood as a milestone when there was high impact of COVID-19 leading to significant researches towards the effect of it in the education sector. Current research highlights students' perspectives on online classes during the Corona Pandemic at Kailali Multiple Campus. Research conducted in low-resource and rural settings highlights the significance of digital devices in the academia.

Students' Experiences and Online Classes and Learning

Students deal with the schooling process to achieve their intended goals. They have perspectives towards the instructional aspects. In the case of this, students have looked at the online classes and their impacts. They viewed them from their own lenses as they involved in the online classes. Online classes are courses conducted over the Internet and can work as the waves of language learning (Jora, 2020). The classes are virtual nature based. They are typically administered via a learning management system, where students can interact with their instructor and fellow students as well as view their academic progress and course syllabus. They take place thru the use of the internet and networking. Students benefit from online courses because they are convenient. They primarily provide flexibility, are simple methods of learning, shorten the physical distance, bring education closer to home, provide more individualized attention, facilitate the meeting of fascinating people, and impart practical skills.

Online learning, also known as e-learning, is defined as education that takes place via the internet thru various digital means, according to a 2025 LearnWorlds explanation. It is considered a subset that comes under the distance learning which refers to education when the learner and teacher are separated by distance or located remotely rather than in a traditional classroom. Online learning uses digital tools for classes, materials, assessments, and support; these are often recorded for replay. This mode of learning is accessible with flexibility from any location via the internet, frequently involving cloud-based systems as the medium for course delivery. As such, it is an alternative to traditional university study in person, allowing learning activities to be conducted remotely with high adaptability and convenience (LearnWorlds, 2025). The learning challenges of students can be maintained through diverse waves (Jora & Basnet, 2026) of learning.

Web-based learning offers a lot of advantages regarding time and energy savings, flexible self-learning, development of critical thinking, and exposure to more

mentors and opinions. It facilitates student involvement and provides more feasible schedules, thereby increasing access and educational choice. Limitations include an inability of educators and learners to interact, which reduces personal contact leading to relationship-building (Hrastinski, 2008; Moore et al., 2011). Students have the access of different sources of learning. They are in touch with diverse waves of knowledge.

Corona Virus (COVID-19) as a Pandemic

Coronaviruses affect the nose, sinuses, and upper throat of patients. The majority of human coronaviruses are benign. In December 2019, an unknown coronavirus (SARS-CoV-2) caused a case of pneumonia in China and spread to all countries very quickly (Lv, et al., 2020). In early 2020, SARS-CoV-2 was described as a new coronavirus by the World Health Organization (WHO) after the December 2019 outbreak in China. It spread rapidly throughout the world and resulted in a pandemic. The WHO declared the outbreak a Public Health Emergency of International Concern on 30 January 2020 and the pandemic on 11 March 2020. The WHO named COVID-19 and SARS-CoV-2 on 11 February 2020. COVID-19 transmits the same way as other coronaviruses and is primarily spread through person-to-person contact. Infections are many times mild, other times life threatening. Coronavirus has become pandemic in the world and has also affected in Nepal. It has disturbed people in different sectors. There was one to one linkage between coronavirus and schooling. The educational institutions affected severely because of the closure of Covid-19 there. Owing to the closure, the study of students was affected. In this study, students' views were tried to be analyzed and interpreted. In Nepal, there was high impact of coronavirus (Manandhar, et al., 2022) when the country infected much.

Learning Theory: Social Constructivism

Picciano (2017) argues that learning theories adopt the values of Lev Vygotsky, John Dewey, and Jean Piaget. Vygotsky, Dewey, and Piaget suggest that teaching and learning should be described and understood using social constructionism because of the complexity of the social nature of teaching and learning. Social environments and situations enhance learning. Vygotsky (1978 as cited in Picciano, 2017) argues that learning is of a social nature and is the construction of solutions to problems. He explains the process of learning as the creation of a “zone of proximal development” with the teacher, the learner, and a problem to be solved. The teacher creates a social environment within which the learner constructs the needed knowledge to solve the problem together with others. In the same way, John Dewey explained that learning is a series of social and

practical experiences within which the learner is engaged in doing, collaborating, and reflecting. Dewey's work, although developed in the early 20th century, is reflected in much of modern instructional design.

Sharma, Banstola, and Parajuli (2021) carried out research entitled "Assessment of COVID-19 Pandemic in Nepal: A Lockdown Scenario Analysis" aiming to explore the overall scenario of COVID-19 including spatial distribution of cases; government efforts, and impact on public health, socio-economy, and education during the lockdown in Nepal. They collated and analyzed data using official figures from the Nepalese Ministry of Health and Population. Nepal had performed 7,791 RT-PCR tests for COVID-19, the highest number of tests during the lockdown. It has recorded its highest daily rise in coronavirus infections with a total of 740 new cases from the total of 4,483 RT-PCR tests performed on a single day. Nepal had reported a total of 17,994 positive cases and 40 deaths at the end of lockdown. The spatial distribution clearly shows that the cases were rapidly spreading from the southern part of the country where most points of entry and exit from India are located.

In 2021, Rijal assessed how parents, teachers, and students viewed online teaching in Kathmandu as a means to capture opinions on online teaching and learning. The study concluded that the online teaching methodology was not appreciated by the majority of teachers, students and parents. Interestingly, 64.3% students did not appreciate online teaching, with the remaining 35.7% appreciating it. Teachers also indicated that, in order for online teaching to be successfully adopted, they required adequate training, access to quality teaching material, sufficient time, and adequate infrastructure. Parents also indicated that online teaching was best suited for students at the college level. Additionally, Van Wart, Ni, Medina, Canelon, Kordrostami, Zhang, and Liu (2020) did a study that assessed the student's views preferably in an online teaching and learning environment. These researchers merged some of the most cited success factors related to online learning, and then in priority order, identified these factors: basic online setup, online teaching aids, teacher's online presence, student's engagement in lessons, comfort in online social scenarios, online tools that enable interaction, and social presence.

Laudari, Pradhan, and Lama (2021) looked at what helped or hurt teachers in Nepalese higher education when they had to teach remotely during COVID-19. They found that even though teaching was mostly in-person before the pandemic and technology use was low, things like teachers feeling a sense of duty and having good attitudes toward technology helped them keep going, even with problems related to

technology, the organization, and the environment. Similarly, Dawadi, Giri, and Simkhada (2020) studied how COVID-19 affected Nepal's school education. They reported significant negative impacts on students' learning and well-being, making the differences between children from better-off and less-off backgrounds even bigger. They also pointed out that while Nepal had created policies for ICT and education since 2000, the main issues during the pandemic came from poor execution and not being able to put those policies into practice.

Researchers have looked into what teachers and students thought about online classes during COVID-19. They found that remote learning met students' needs and that students wanted to stay engaged even though they were worried about the pandemic. But these studies mostly used large-scale data and didn't dive deep into what undergraduate students at Kailali Multiple Campus specifically felt which this study aims to do just that. By using a qualitative approach, we'll get a real understanding of what Kailali undergraduates actually think about online classes. This will provide fresh, specific insights that previous research didn't capture.

Methods and Materials

Using a qualitative research design, this study examined how students experience and respond to online classes during the COVID-19 pandemic. The data were then quantified. Semi-structured interviews with a purposeful sub-sampled sample were used to gain qualitative insights into lived experiences, strategies for coping, and contextual challenges. Thematic analysis was conducted on interview transcripts using an inductive coding process. During the collection of data, ethical guidelines were enforced such as informed giving, maintaining confidentiality, and participating.

This is transcendental phenomenological qualitative research and the data were collected by going to the field. The paradigm; interpretivism, helped me to guide this study in the presented format and interpretivist paradigm supported to interpret the data. Qualitative research design studies the issue rigorously. This research was designed, the site was visited, and data were collected by Dr. Man Bahadur Jora. That is why he has said used I in the write up of this work. As a researcher, I visited the site to gather the primary data. I consulted students those who got online classes. The site of the study was Kailali Multiple Campus. The students whom I interviewed were coded as S1, S2, S3, and S4 and they represented four faculties viz. education, management, law and humanities and social sciences.

I got to know the participants and explained the study's purpose to them face-to-face. Then, I asked for volunteers for one-on-one interviews, using a basic

interview guide I had prepared. I recorded the interviews and gave each participant a code. After that, I typed up the recordings along with my handwritten notes. We then worked together to go through the typed transcripts and find the main themes. I also compared the written notes with the recordings to make sure everything was accurate. To find out how Kailali Multiple Campus students felt about taking classes online during the pandemic, the primary data—audio recordings and diary verbatim from student interviews—were transcribed and examined. I (a faculty member at Far Western University) oversaw the analysis with assistance from Dr. Proddhan Mahbub Ibna Seraj (a faculty member at American International University—Bangladesh) and Hom Bahadur Basnet (a faculty member at Tribhuvan University). Together, we carefully examined the transcriptions and identified themes.

Results and Discussion

Students' academic routines, access to instruction, and interpersonal interaction were all altered by the fast transition to online learning during the COVID-19 pandemic. With an emphasis on access to digital devices and connectivity, pedagogical efficacy, interaction, and perceived learning results, this study investigated students' perspectives and lived experiences towards online classrooms.

Online Learning as Alternative Ways of Education

Although students expressed a variety of opinions, they all agreed that online courses provided an alternate form of instruction during the pandemic, enabling instruction to continue without requiring students to travel to campus. Students continued to participate in online learning despite fear, lockdowns, restricted access, and expensive internet, which many—including S1—noted as an essential, even inductive, way to sustain and modestly nurture their learning during a crucial period (Jora et al., 2025). He added his views as follows:

Putting right hand on the left knee] Online classes built up confidence. They were conducted at the time of lock down. They became good because they were given to students in spite of staying at home. We (students) did not have to go to the college and got education from homes and rooms. The gap of the lock down in the academic institutions was maintained. Then, there was only heard the news of death of lots of people and the infection of Covid-19. I also learnt how to open and close the classes. Similarly, I knew how to take classes.

In the above vignette, it is expressed that online classes are alternative ways of education. In difficult time, they can be used. For developing confidence, continuing teaching and learning, these types of classes can work appropriately. Education from homes and rooms is made possible by online classes. In the beginning, students and teachers had no idea how take and join classes, but they started to involve in virtual type of learning. Online classes bridged the gap of education appetite of students during the closure of academic institutions. They were thee waves of education at the time of no classes. When the campus was closed due to lock down, such classes fulfilled the learning need of students. Students attended the classes virtually and mechanically. They were in the time of difficult situation. In the same context, students participated in the classes which incorporated the pedagogic circumstance of educational setting. The devices like cell phone were used by students. This type of trend pervaded the online classes and learning and learner autonomy (Jora, 2020) in educational settings.

Disturbed Interaction in the Online Classes

Online classes engage students and teachers in real time interactions in similarly designed, digital platforms. These classes mirror the structure of in-person instructive activities, where the teacher takes on a central role. In the classes, students and teachers talk in the context of dealing with textual matters and solving the exercises. I asked different questions to talk about interaction and questions answer in the classes to S4. He said that he asked questions sometime, but could not get chance to ask more questions. Online classes were not more interactive due to different conditions. He did not like to ask more questions. The teachers asked some questions sometime, but not all the time. He said that:

I asked questions. There were network problems sometime. Some students only asked questions. I did not ask questions as in physical classes. For asking questions, physical classes were better. All students did not make queries. I did not ask only questions about the use of software and device and could not ask more questions to teachers in online classes.

Interaction was not more in online classes. The view of S4 showed that interaction was not efficient due to different problems. Questions and answers were the forms of interaction. Students did not participate in interaction and there was no habit of students and teachers in taking and joining classes. From the interactive perspective, questions were asked and answers were given, but more discussion was not there in online classes. Teachers only taught the contents and did not make more queries with their teachers. Online classes were not better classes for sufficient questions. Only

some students did not like to interact with teachers. Teachers just focused on contents, but not on interaction. The virtual classes were not supportive for interaction. Physical classes were the effective platforms for interaction.

The Lack of Skills Using Devices for Learning

In physical classes, students and teachers use texts and other physical type of teaching learning materials in the class. The printed and other visual materials are used in classes. However, there is proximity of relationship between or teachers and students and students and students. In contrast, students have the virtual connection with the help of technological devices. Online classes cannot be possible without them. They not only make classes virtual, but also reduce the distance between students and teachers. People can take classes without attending classes physically. Busy persons and working people also can attend classes in virtual learning. Although students have difficulty of purchasing smart phones, it is impossible to take online classes without them.

I talked with different students in terms collecting data. The bachelor level students supported me to elicit the information that I required. In this sense, their perspectives founded the base of this work. When I conversed with students, they forwarded their views in their own ways. Based on this study, students were allowed to use their mobile devices for participating in online learning. In the talk of the use of devices, they said that their cell phones were the main means of taking classes.

S1 depicted that he used the cell phone which he bought for the online classes. At that time, students bought the mobile for the purpose of taking classes. After that, they realized that they did not afford the laptop, tablet, and computer. One of the respondents of study, he said that he used laptop and cell phone. This reveals that most of students got difficulty of taking classes due to the lack of devices. After that for managing such classes, we need the advanced cell phones or other types of devices like tablet and laptops or computers. I conclude the view of S1 about the application of using the cell phone. He told that:

I was in Dhangadhi during covid-19. I did not have computer and mobile in my room in Dhangadhi. Frankly speaking, I did not have these devices at my home also. So, I took classes from the android mobile. When I took classes, I did not get chance to study in large screen. I used my cell phone and for me it was better. But I think that I would get things satisfactorily if I had laptop. If students take classes from virtual system, they need the larger type devices.

When I talked about the use of devices in the online learning, students explicitly said that they used the cell phones as major means. S3 clearly stated that devices are the

main instruments in taking classes. S2 also answered in the same as S3. But he used the laptop and the cell phone for classes. Without having the access of mobiles, online classes cannot be thought about. Then after, online classes only persisted due to the mobile that students have in the case of students of KMC. Due to the economic level of most of students, they were not able to get smart phones and other devices. There was lack of advanced type technology and devices for students. Online classes heavily need the internet and advanced technology and devices. There has to be regular type facility of electricity for students for online classes. The data pack is necessary for students. For the smooth online learning, students need the devices having larger screens and smart systems. If students do not have these basic needs, online classes can only be in names.

Distinction between Online and Physical Classes

The students that interviewed took in their ways about the application of online classes. They found online classes diverse from physical ones. In the same way, they did not find the enthusiasm of students in online classes. The learning situation that is practiced in physical ones cannot be achieved in virtual ones. The motivation for learning is got in the classes in person. And, students did not get the engaged and reflective classes in virtual learning. They again did not get the much correspondence of the teacher. Students said that they did not have more concentration in online classes. S4 reported that online classes never became better and more efficient for learning of students. According to her, students did not feel comfortable in online classes. She added:

In online classes, dressing was not necessary. We did not have to come and go from classes. Time was saved, but the body language and other gestural features were not easy to understand. Teachers and students did not become near to each other. In doing so, students had less concentration in online classes. Students were in one side, the opened cell phone for classes was in another side. My confidence level increased when I got idea to take classes through the online wave. Students took classes by sleeping.

There are differences between online classes and classes in person. Students got education from their homes, rooms and working places. Students did not have the difficulties to reach to academia. They were able to receive classes without attending the physical classes. Teachers could give different inputs for learning students in physical classes. Online classes need different facilities for their usage. I mean to say that devices, regular internet and electricity can only foster online classes.

In the view of S2, the online classes and physical classes are not similar. There is vast distinction between physical and online classes. From the angle of interaction and relationship, physical classes' scenario is not in online classes. He realizes that they have differences in terms of many concerns. He said that online classes can be possible if students have access of internet and electricity. His views can be seen and understood in respect of differences between online and physical classes in the following vignette:

I did not find more interaction in online classes. Similarly, there was not direct relationship between teachers and students. There was ease to work in groups in physical classes. Though we can take classes from anywhere in online learning, the contents are not easy to get. When the faculties are not available for any subjects, online classes can be better options. Even the poor students can take classes in their own ways in physical classes. Internet access is significant factor in online classes, but that is not necessary in physical ones. Students do not need the devices in physical ones.

S1 argues that there is difference between online and physical classes. Physical scenarios of classes are significant, which create motivation in learners. In the words of S3, physical and online classes are different regarding learning system, patterning of interaction and other types of activities. He was a student from faculty of management. Physical courses can never be replaced by online courses. Physical classes establish the connection between teachers and students and become the setting for classroom interaction and learning (Jora, 2021; Jora, 2026). Though both types of classes are organized for teaching and learning purpose, they are used in different placements and aspects. The S3 replied that the ease and facilitation occur in the online class. The learning from virtual wave does not fulfill the need of physical classes. He said:

In physical classes, question and answer occur directly. I asked questions directly and got the answers directly. But, in online classes, if network got disturbed, there would not get answer straightly. There is huge need of devices in them. The teamwork was not applied by teachers in such classes respectively. Technical course and semester students get benefitted from online classes, but not students of general courses.

Physical classes are useful in the case of present status of students and the colleges. The only name having physical classes cannot maintain the need of virtual ones. Direct question answering method is not suitable and useful in the current situation. When student and teachers have all the required materials and means, online classes

are relevant for them. Otherwise, large number of students cannot afford the online system of education.

Online Classes' Difficulties Faced by Students

Online classes were conducted to bridge the gap of closure in academic institutions. There is a class of people who does not have interest and awareness to go to schools for their literacy and a qualitative life style. In some geographies of Nepal, parents have difficulty to send their children in schools. Due to distance and remoteness of the places, they cannot complete their education. Physical classes are organized in different areas in accordance with the settlements of places. In such cases, online classes can be alternatives for classes. But these classes cannot be effective and in the access of people because of the network system, its distribution and management. The facility of electricity is not regular and there is power cut untimely and unexpectedly. That is to say, online classes do not maintain the need of learning for students. Students were interviewed and their views are the central ingredients of this study.

Online classes cannot keep going for students in different locations along with the connectivity of internet and electricity. In the conduct and wave of getting education through it, online learning became a complicated phenomenon during the period of covid-19 in general, and students of KMC coped with diverse sorts of nuisances. In light of this, students took online classes from different cocoons of Sudurpaschim Province. Students could not attend regular classes and get the learning items in virtual kind of learning. They were disturbed psychologically and educationally. Moreover, they could not ask questions and interact with their teachers in the respective classes because of advanced type of internet and Wi-Fi amenity. Due to geological remoteness, students faced uncomfortable circumstances. I got the perspectives of students from four different faculties of the campus by interviewing them. They said that they themselves faced difficulties and heard about their friends in online learning. I present the beliefs of students as illustrations in the part below.

S1 perceived online learning as a major hurdle in the context of Nepalese teachers and students. He was the student from the faculty of Humanities and Social Sciences. Students may get insufficient contents and may not learn as much as expected in online classes. The campus-imposed difficulty of using it and its availability to students. In contrast, teachers and students were not well equipped with devices. The student said:

First, I got difficulty in taking classes through online. Some students did not know how to join classes, some did not take classes, some did not have the

devices, and others had the internet problem. Students were far from the access of internet. There was the problem of electricity. There was noise in the surrounding sometime. Classes were not effective and clear which affected at the time of reading. Teachers did not have good knowledge of software and its packages.

The student from faculty of law said that he had also problems while attending online classes. Sometimes blurred voices were heard during online classes. The real type of classroom environment cannot be found in online classes. S2 indicated the problems of that type classes as:

The trouble was the access of network. It was too difficult when there was no internet. Sometimes the line was cut while attending classes. All students did not have laptop and smart cell phones. It was very difficult in hilly region where there was no internet. Some students had to go on the top of mountains to take classes.

The college organized classes, but students could not be benefited due to different hurdles. Hilly regions were not supportive for online classes in the greater waves. Even the urban areas could not become suitable for online classes due to the network disturbance and power cut of the electricity. Students need the availability of devices and the internet in proper and managed way. Convincingly, the classes do become applicable. Different necessities have to be accomplished for running them.

To get the reliable findings, I went to the discussion part time and again. In common, students viewed that online classes can be useful, appropriate and relevant if they are managed from the angle of delivering in an easy way. Students' beliefs showed that the online classes were not effective and not fruitful as well in the context. Teachers and students lacked complete knowledge of online classes and software.

Students did not participate in online classes in the enhanced way. Teachers even did not have the knowledge of how to organize classes effectively. Students need the access of the internet. Similarly, there is need of continuous electricity. Frankly speaking, students should have the awareness of online classes. The network system has to be managed in the sophisticated way. Teachers require the ICT knowledge and online course software. The interaction of the online classes has to be fostered in the mechanized way. Rather than teachers, students faced the difficulties in online classes. Kailali Multiple Campus organized the online classes but did not evaluate how well the classes were implemented or how many students participated.

Students need the free internet facility and had the challenges of the internet and ways of joining in online classes. They get benefitted if the classes understand the difficulties of students before taking classes. The online classes are different from classes in person because there is no experience of gestures, facial expressions, postures and body language. The online classes cannot be continued if the facilities of the internet and the electricity are not considered from the stake holders. The direct relationship and reciprocal aspect are not easy in the online classes. Team work and cooperation become more effective when there are physical classes.

Online classes were not effective, successful and cooperative. They were just organized for solving the problem of conducting classes. The preparation of the classes was not well prepared and effectively managed, and students' challenges could be understood (Jora, 2025). Students got the chances to get classes, but did not have more ideas about joining in classes and leaving classes. Even teachers needed the knowledge of online classes and related software. The online classes have to be rethought if they will be implemented in the days to come. Their continuity will be essential and significant if all needs of classes required for teachers and students are managed.

Conclusion

Mostly, students did not have the access of the internet, and most of students were unable to purchase the expensive educational packages then. Teachers and students did not have the perfect knowledge and ideas for running the online classes smoothly. All the students who studied through online classes had the difficulty to afford the internet charges and some students faced the problem of getting smart phones and the ICT devices. Teaching and learning programs were fostered though all students could not get the access of internet and electricity. Then after, they were in the condition of getting online classes in difficult situations. The use of ICT devices is the central aspect of online classes. For students' more participation, there has to be such network system. According to the views of students, there are advantages and disadvantages of online classes. But advantages could be replaced by disadvantages if they are addressed in time. Interaction and other activities can be planned with the knowledge of software usage. There has to be regular facility of electricity for students as well as teachers. In certain activities, programs and semesters, online classes can be conducted if the requirements of classes are entirely managed and created wisely. Online classes become the sources to engage students in the difficult situations (Jora, 2023) and self-motivated learning through ICT integration (Jora & Basnet, 2025) in the schooling.

Pedagogical Implications

Pedagogically, online classes help us draw out the classroom activities used in the class. The ways presented in online classes have to be managed for the ease of students. When the college runs such classes, there has to be a full-fledged knowledge of online classes, learning and use of devices. Teachers can use online classes when students get all the facilities of the internet. Online classes do not have to be conducted without full preparation and the access of classes has to be for all students and teachers. Curriculum designs can keep the provision of online classes in the days to come for further enhancement of classes. Learning can be participatory in online classes if the concept and worksheet of packages is in the hand of students.

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