

Effectiveness of Online Class and Physical Class during Covid-19 Pandemic

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Abstract

The Covid-19 became the world-wide health problem which has affected the all sectors. Educational institutions were also bitterly affected from the uncertain lockdown of Covid-19. The pandemic disturbed the physical class and started the online class. This is the reason to study the effectiveness of online v/s Physical Class and implementation of online class directive 2077 of Tribhuvan University. The study was conducted among 206 students of Shanker Dev Campus (SDC) studying in Master level. The study was based on the descriptive design. Online Google form was designed to collect the data from students. Mean and paired sample t- test was used to analyze the data. Cronbach's Alpha value was observed to test reliability of collected data. Finding of the result shows that majority of the student's found physical class was more effective than online class in terms of accessibility, easy to use resources, and importance to enhance teaching-learning habit. Majority of students follow the online class code of conduct provision as per directives. Shanker Dev Campus had not

fully adopted the online class directive 2077. The findings suggested to enhance the quality of online class by managing the required devices and technology. The future researcher can study the impact of online class on academic achievement of students.

Keywords: Covid-19, Online class, Physical class, Students, Tribhuvan university, Shanker Dev Campus, Directives

Introduction

The coronavirus disease 2019 (COVID-19) was detected in China in December 2019, spread throughout the world within a few months and was declared a pandemic by the World Health Organization on 11th March 2020 (Chakraborty, Mittal, Gupta, Yadav, & Arora, 2020). A country affected by the Covid19 has been appealed, and requires its citizens to stay at home during the pandemic Covid19 (Alchamdani, Fatmasari, Anugrah, Sari, Putri, & Astina, 2020). Businesses, schools, community centers, and nongovernmental organization (NGOs) have been required to close down, mass gatherings have been prohibited, and lockdown measures have been imposed in many countries, allowing travel only for essential needs (Brodeur, Islam, Gray, & Bhuiyan, 2020). This tragedy has shaken up the education sector, and this fear is likely to resonate across the education sector globally. The Covid-19 pandemic outbreak forced many schools and colleges to remain closed temporarily (Dhawan, 2020). The UN Educational, Scientific and Cultural Organization estimates that 138 countries have closed schools nationwide, and several other countries have implemented regional or local closures. These school closures are affecting the education of 80% of children worldwide (Lancker & Parolin, 2020).

Nepal reported its first COVID-19 case on January 30, 2020 and started its full lockdown on March 24; it has extended its lockdown until 14 June (Mahato, et al., 2020). Nepal faces high social and economic vulnerability leading to structural weaknesses, health emergency and weakening of educational system because of the pandemic. The lockdown has been lifted and the modality of movement has been less strict, the schools, colleges and universities have adopted an online approach to teaching and learning, considering the growing cases in the country (Dangal & Bajracharya, 2020). Tribhuvan University (TU), the largest and oldest university in Nepal (Koirala, Silwal, Gurung, Bhattarai, & KC, 2020), also officially endorsed the virtual class model along with a guideline and circulated a notice on 24th April 2020 among its institutions (Tribhuvan University, 2020). Tribhuvan University has started online classes through Microsoft Teams, part of Microsoft 365 for education, which holds 82% of higher education in Nepal (Acharya, et al., 2020). In the meantime, the university strategized its teaching-learning process and the academic activities were moved onto an online platform albeit with some modifications. The professors and students of the university gradually adapted to the scenario (Chakraborty, Mittal, Gupta, & Yadav, 2020). The swift implementation of nascent online classes led to a very new experience for both the students and the educators (Nepal, Atreya, Menezes, & Joshi, 2020). To prevent loss of study hours online education has been rolled out across colleges and universities. However, not much

time was available to train academicians and students in the process of executing the teaching-learning processes online or establishing best practices and standard operating procedures (Agarwal & Dewan, 2020). In this scenario it's importance towards understanding of how student's perception and reaction to the practice of Online -Class along with how to apply these approaches most effectively to enhance effectiveness of Online-Class.

The studies conducted in Nepalese context are: 'Impact of COVID-19 on the Education Sector in Nepal - Challenges and Coping Strategies', conducted by Dawadi et.al. (2020), next, 'Perception of BDS students of Kathmandu University on online learning during COVID-19 pandemic', conducted Gupta et al. (2020), 'Effects of COVID-19 Pandemic on Medical Education in Nepal', conducted by Jeevan Bahadur Sherchand (2020), 'Student Perception on Educational Environment of the Postgraduate Programmer in selected Nursing Colleges of Nepal' by Bista et al. (2020), 'Perception of Dental Students of COMS-TH regarding Future of Dentistry in Nepal amid COVID-19 Pandemic' by Garga & Kapoor (2020), 'Online Learning in the Face of COVID-19 Pandemic: Assessment of Students Satisfaction at Chitwan Medical College of Nepal' by Sharma et al. (2020) 'Students Perspective on Online Medical Education Amidst The COVID-19 Pandemic in Nepal by Nepal' et al.(2020). However, none of these studies provides a clear image of student's perception towards effectiveness of Online-Class and Physical based on TU online class directive 2077 during COVID-19 Pandemic thus, this study attempts to fill this gap.

Research Objective

The main objective of this study is to examine the effectiveness of Online and Physical Class during COVID19, as well as to analyze the implementation of Tribhuvan University Online-class directives 2077.

Methods & Materials

The study was based on the descriptive design from quantitative approach. An online survey using a cross-sectional design and convenient sampling was conducted (Kandel, Lamsal, Yadav, Bhandari, Adhikari, & Poudel, 2020). Data was collected by sending survey questionnaire via Microsoft teams and messenger. Management students studying Master of Business Studies (MBS) under Tribhuvan University constituent campus (Shanker Dev Campus: SDC) who were attending online-class were the primary respondents of this study. The study was conducted among the 206 students. Study was mainly based on primary data however, secondary data was also used to discuss and justify the finding of this study (Mahat & Agrawal, 2019). Mean, Standard deviation and paired t-test were used to analyze the data by using the SPSS (20 versions). Before starting the survey, the consent of individual students was taken and the confidentiality of their privacy had been assured (Karki, 2019). The researcher used Cronbach's Alpha to test the reliability of data in order to check the internal consistency of data. The Cronbach's alpha value of data was 0.848 which indicates the good quality of data.

Results & Discussion

The study had collected the socio-demographic characteristics of students like Gender, Geographic Location, Previous Experience of online class to know the distribution of respondents participated in the study. Besides that, it also discussed on the technology used during online class and internet facility which are presented in below Table 1. The data shows that in total majority of the students were female (57.3%) followed by male (42.7%).

Geographical location of respondents during online class as mentioned in above Table 1 shows that in total 139 (67.5%) students participated from urban area followed by 32.5% from rural areas. Similarly, 39(18.9%) respondents reported that they had previous experience of online class majority whereas majority 167 (81.1%) didn't have previous experience of online class. Thus, this study shows that most of the students of Shanker Dev Campus attained online class first time in their educational life.

Table1: Socio-Demographic Information of Respondent

<i>SN</i>	<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>	
1.	Gender	Male	88	42.7
		Female	118	57.3
2.	Geographical Location of Students (during the Online-Class)	Urban	139	67.5
		Rural	67	32.5
3.	Previous Experience in Online-Class	Yes	39	18.9
		No	167	81.1
4.	Technology used during Online-Class	Mobile	149	72.3
		Laptop/Computer	55	26.7
		Tablet	2	1
5.	Internet Facility in your House	Regular Wi-Fi	131	63.6
		Mobile Data	71	34.5
		Other	4	1.9

<i>Age of the Respondents</i>	<i>Descriptive Statistics</i>				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
	206	22	35	25.301	2.190

Source: Field Survey, 2021

Moreover, in total 148(72.3%) students used mobile phone in order to take online class, followed by 55(26.7%) students used laptop/computer and 2(1%) students used tablet. Likewise, the study also explored the available facility of internet for students. The response found that in total majority 131(63.6%) of the students used regular Wi-Fi followed by 71(34.5%) students used mobile data and 4(1.9%) students used other methods of internet to connect with online class.

The study found that the age of students was minimum 22 years to maximum 35 year. The average age of students was 25.301 years.

I. Effectiveness of Online and Physical Class

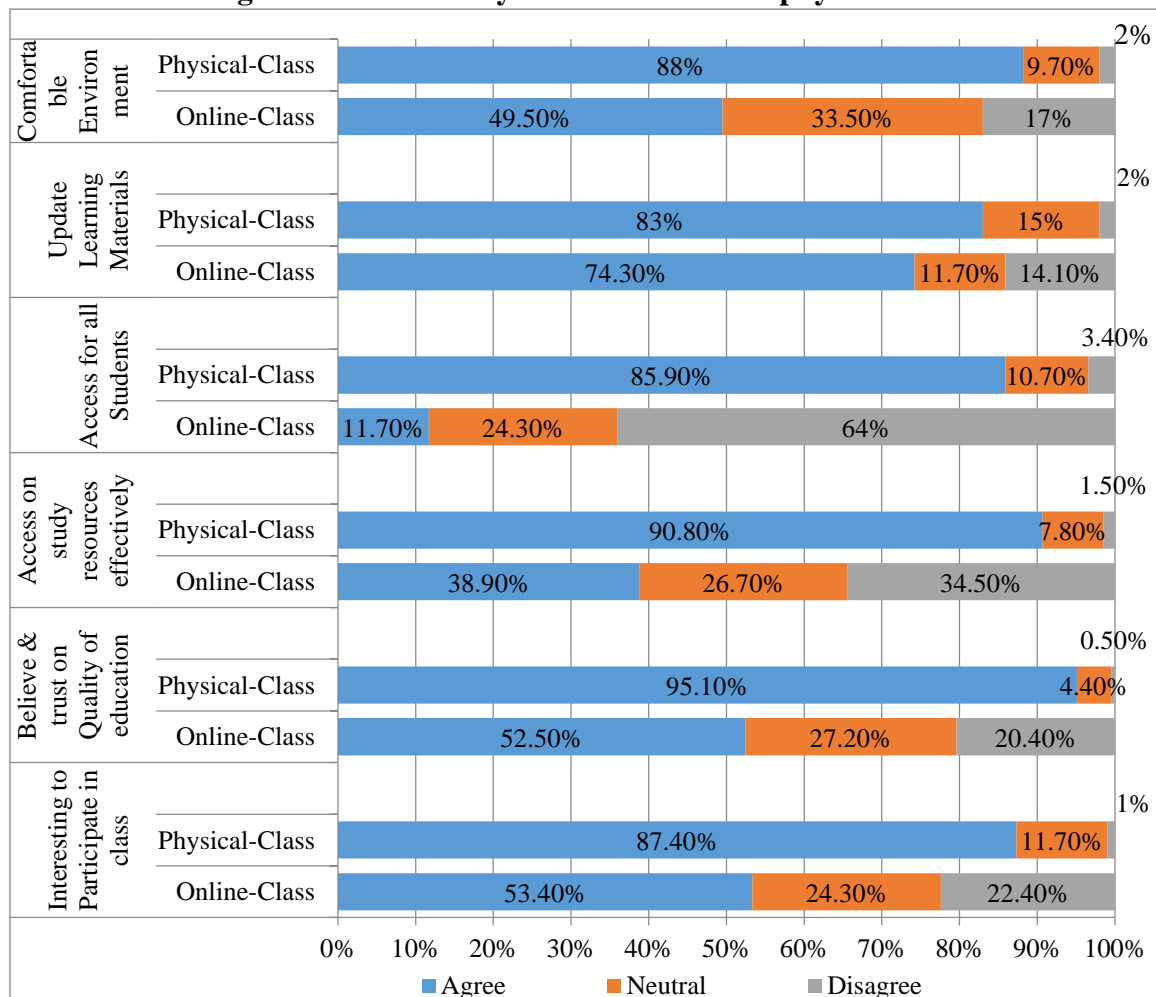
1.1 Accessibility

Learning is a process of acquiring knowledge, enhancing the skills, helps in improvement of student's career. In this pandemic situation, there is no way of teaching in the classroom. All educational institutions are forwarded to the e-learning environment (Radha, Mahalakshmi, Kumar, & Saravanakumar, 2020). Teaching in an online environment presented a number of challenges in comparison with face-to-face instruction. A key question raised about online learning is its effectiveness in comparison with traditional instruction (Guo, Zhu, Zhao, Li, & Zhang, 2020).

The study had collected the data from the respondents regarding the accessibility in the physical and online class. The finding of this study shows that 88% of the respondents agreed that there was comfortable environment in the Physical class, whereas only 49.5% of the students felt comfortable environment in the online class.

comparatively, higher number of students responded that physical class was more comfortable than the online class. Though, online class has saved the students from the risk of COVID-19 transmission, as well as it has continued the regular class of students. During the discussion time, students were also asked about the availability of update learning materials at the time of physical class and online class. The finding shows that 83% of the students agreed about the availability of updated learning materials at the time of Physical class, whereas 74.3% of the students also agreed on the availability of updated learning materials in online class also. In conclusion, it is found that updates learning materials was available for the more students than the online-class.

Figure 1: Accessibility in online class and physical class



Source: Field Survey, 2021

Students were asked to response about their access on physical and online class. In this response, the result shows that 85.9% of the students agreed that there was access for all students in Physical class whereas only 11.7% agreed about the accessibility on online class. Comparatively, higher number of students shared that there was problem to access on the online class for those students who were reading in the governmental college. It means, there was no easy facility of internet and online devices to participate in the online class for all students.

Similarly, students were asked regarding the accessibility of study resource effectively at the time of physical and online class. In the response of this question, in total 90.8% of respondents agreed with accessibility of study resource effectively at the time of physical class while only 38.9% of students agreed on the same. Comparatively, higher number of students responded that study resources were easily available for the students at the time of physical class than online class.

Students shows their interest in the classroom study when they believe and trust on the quality of education. In this connection, the study asked to students their believe and trust on quality education at the time of physical and online class. The result shows that 95.1% of the students agreed that they believed and trusted on quality education at the time of Physical class, whereas 52.5% of the students agreed that they could believe and trust on quality education of online class. comparatively, higher number of students believed and trust on quality of education provided at the time of physical class than online class.

Students were asked about their interest to participate in the class. In response to this question, 87.4% of the students stated that they were more interested to participate in the Physical class, while only 53.4% of the students showed their interest to participate in online class. In comparison between the physical and online class, higher number of students responded that physical class was more interesting for them to participate in class than online class.

In general, from the accessibility perspective, comparatively higher number of students shared that physical class was more accessible than the online class.

Table 1: Differences in accessibility between online class and physical class

Paired Samples Statistics								
	Mean	N	Std. Deviation	Std. Error Mean				
Access on online class	3.1877	206	.064756	.04512				
Access on physical class	4.2233	206	.47028	.03277				
Paired Samples Test								
Pair1	Paired Samples Test				T	df	Sig.(2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower				Upper
Access online-Access Physical	-1.03560	.78611	.05477	-1.14359	-.92761	-18.908	.000	

Sources: Field Survey 2021

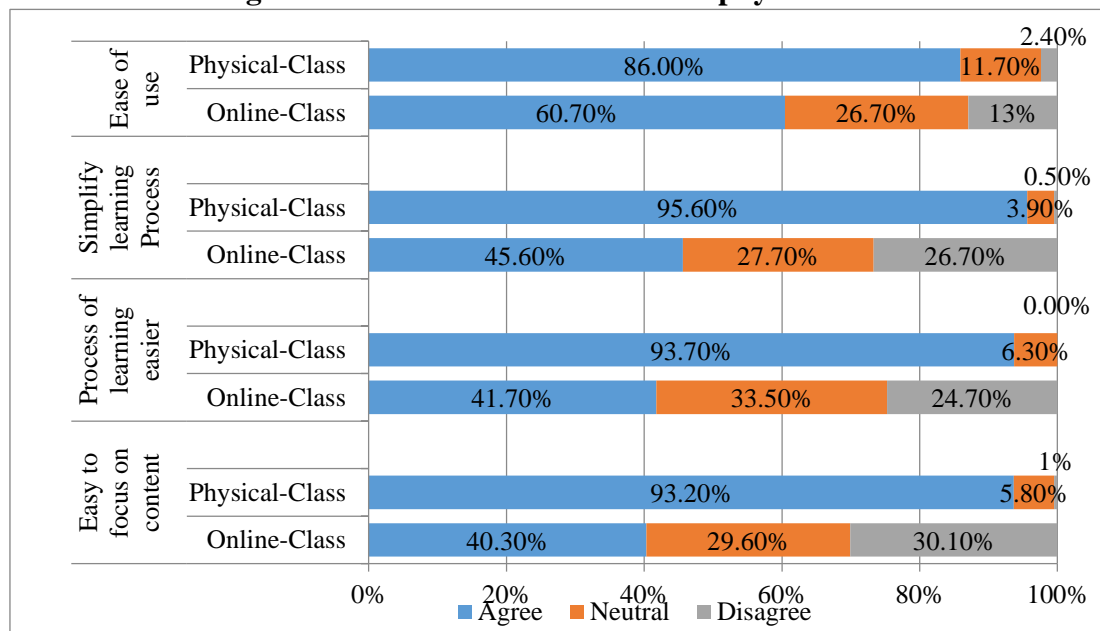
The mean test scores of accesses on online class and access on physical class are being compared in order to find the difference between two types of class. Above table shows there was a significant difference between accessibility on online class (M=3.1877, SD=0.6475) and accessibility on physical class (M=4.2233, SD=0.4702) because p=0.000 which is less than .05 significant level. The statistical result shows that the physical class was more accessibility in comparison to online class.

1.2 Easiness

Learning can be explained as a quantitative increase in knowledge, memorizing of facts, skills, and methods that can be retained and used as necessary (Behlol & Dad, 2010). To

make teaching and learning activities effective, the teaching methods and delivery technique should be easy and accessible for all types of students. The concerned campus must organize training program to the faculties and students in order to makes its process easy, convenient, and familiarize to technology.

Figure 2: Easiness of online class v/s physical class



Sources: Field Survey 2021

The study discussed with the students about the easiness to participate in the physical class or in online class. The result shows that 86% of the students agreed that there was easy use of resources in Physical class, while, 60.7% of the students agreed on the easiness in use of resources in online class. In comparison, higher number of students responded that physical class was easier than online class.

The students were asked about the simplify of learning process in physical class and online class. In the response of this question, in total 95.6% of respondents agreed with physical class while 45.6% of respondents also agreed that online class which supported to simplify the learning process. In comparison of response, higher number of students responded that physical class had supported to simplify the learning process than online class. It means, students would have more opportunity to discuss on their confusion to simplify the learning process at the time of physical class. Teacher have problem to monitor all the students in online class.

Similarly, students were also asked to compare the easier process of learning between physical and online class. Result shows that 93.7% of the students agreed that Physical class had easier process of learning while, 41.7% of the students also agreed on the online class. Comparatively, higher number of students reported that learning process in physical class

was easier than online class. It means, more student felt easy learning process in physical class than the online class.

During the field discussion with students, the study team also discussed about the easiness to focus on the study content in physical class and online class. The discussion found that 93.2% of the students agreed that there was easiness to focus on the content at the time of Physical class, while 40.3% students also agreed on online class in relation to focus on study content. The result shows that comparatively, higher number of students reported that students could focus in the study content at the time of physical class than online class.

Table 2: Differences in easiness to use of resources between online and physical class

Paired Samples Statistics								
	Mean	N	Std. Deviation	Std. Error Mean				
Easy to use resources in online class	3.2961	206	.71461	.04979				
Easy to use resources in physical class	4.3337	206	.48006	.03345				
Paired Samples Test								
Pair1	Paired Samples Test					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
Ease use online- Ease use Physical	-1.03762	.84289	.05873	-1.15341	-.92183	-17.669	205	.000

Sources: Field Survey, 2021

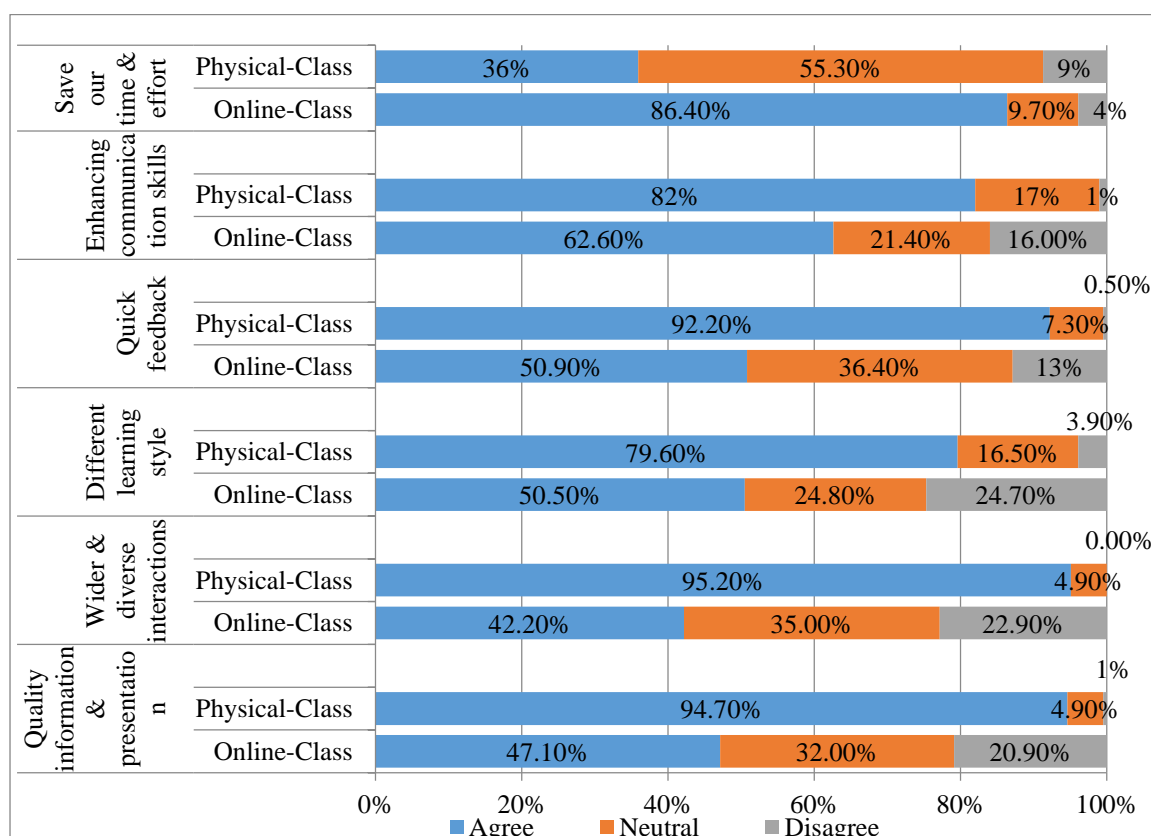
The mean scores of online class and physical class are being compared in order to find the difference from the statistical analysis of paired sample t-test. Above table shows that there was significant difference in the scores of online classes ($M=3.2961$, $SD=0.71461$) and physical class ($M=4.3337$, $SD=0.48006$) because the $p=0.000$ which is less than .05 significant level. it indicates that the physical class was easier to use the resources in comparison to online class. The result concludes that the effectiveness of physical class was better than the online class from the experience of college level public college. It strictly recommends to enhance the quality of online class.

1.3 Importance

Study conducted by Coman & his friends explained “different from face-to-face learning, E-learning gained popularity mainly because of its flexibility in delivering education and accessing content and resources. Thus, E-learning has great importance in the E-learning process for it has the ability to improve its quality, offering the possibility to personalize and adapt courses to the needs of the learners” (Coman, Tîru, Schmitz, Stanciu, & Bularca, 2020).

Students were asked to share their experience about the saving of time either from physical class or online. The data presented in Figure 3 shows that 36% of the students reported that Physical class saved their time, whereas, higher number of students (86.4%) agreed that online class saved their time and effort because it was easy for them to participate in class from their own location. So, comparatively, higher number of students responded that online class saved student's time and effort than physical class.

Figure 3: Importance of online class v/s physical class



Sources: Field Survey, 2021

Communication skill is one of the important skill of students which enhance their capacity to deliver their knowledge. Students were asked about the effectiveness of physical and online class to enhance the communication skills of students. In the response of this question, 82% of respondents agreed with physical class which supported to enhance the communication skill of students while 62.6% students also agreed on online class in relation to the enhancement of communication skills. In comparison of both types of response, higher number of students reported that physical class could enhances communication skills of students than online class. The reason behind it that there were more chances to get face to face discussion among the larger group in the physical class than the online class. In online class, all students cannot talk and discuss at the same time due to limitation of online system and facilities.

Similarly, the study team also discussed about the system and process of feedback given to the students by respective teachers in classroom discussion. The result shows that 92.2% of the students shared that there was quick feedback system in the Physical class, while, 50.9% students also agreed that they could get quick feedback from their respective teachers in online class also. In comparison of both types of class, higher number of students responded that teachers provided quick feedback in physical class than online class. It also indicates the need of physical class for the student to enhance their academic achievement.

Learning styles are different for the different students. So, teachers have to know the learning styles of students to deliver their lecture effectively. Students were asked to share their experience on use of different learning styles in physical and online class. The result shows that 79.6% of the students agreed that teachers used different types of learning style in Physical class, while, 50.5% of the students also agreed on online class that used the different types of learning style. In total response of both types of class, comparatively, higher number of students responded that physical class used different types of learning style than online class. It indicates the effectiveness of physical class than the online class.

Similarly, students were asked to compare the wider and diverse interaction in physical class and online class. The data presented in above Figure 3 shows that 95.5% of the students shared that there was wider and diverse interaction between the students and teachers at the Physical class, while, 42.2% of the students also agreed in online class that provided wider and diverse interaction between the students and teachers. Comparatively, higher number of students responded that physical class could provide wider and diverse interaction between the students and teachers than online class which can support to enhance the quality of students and overall performance of college.

Finally, the study team discussed with the students about the quality of information and presentation under the importance of physical class and online class. The data presented in Figure 3 shows that 94.7% of the students agreed in the Physical class that could provide the quality information and presentation at the time of teaching, while, 47.1% of the students also agreed in online class that could provide quality information and presentation for students. In comparison of both types of class, higher number of students responded that physical class was better than online class to get quality information and presentation.

Table 3: Differences in importance between online class and physical class

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Importance of online class	3.5162	206	.64791	.04514
Importance of physical class	4.1003	206	.43762	.03049

Paired Samples Test								
Pair1	Paired Samples Test					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
Importance online-Importance Physical	-.58414	.74876	.05217	-.68700	-.48129	-11.197	205	.000

Sources: Field survey 2021

The mean scores between importance of online class and importance of physical class are being compared in order to find the differences. The statistical result presented in above Table 3 shows that there was significant difference in the mean scores of importance of online class (M=3.5162, SD=0.6479) and importance of physical class because the p=0.000 which is less than .05 significant level. The result shows that mean score of physical class was higher than online class so it indicates that the physical class was more important in comparison to online class. The result concludes that there was need to promote the quality and performance of physical class than the online class in Nepalese context because higher number of students preferred the physical class though the school and college had to run the online class due to effect of COVID-19.

II. Implementation of Tribhuvan University Online-class directives 2077

Online Class conduction directives-2077 is the binding legal provision in order to manage and regulate the class in terms of preparation, its stages of conduction, code of conduct and punishment provision to make the class effective for the teaching and learning activities during Covid-19 by academic council of Tribhuvan University (Tribhuvan University, 2020). Because of Covid-19 the regular physical class of Tribhuvan University had been postponed almost for 1 year (from March 2020 to Feb 2021). Though, Tribhuvan University had to complete its regular class on time so it felt necessary to run the online class by using online technology.

Base on the above background, it was necessary to know the provision of Online Class Directives-2077 and its implementation in Shanker Dev Campus, Kathmandu, Nepal.

During the time of questionnaires survey, students were asked about the quality and speed of internet managed by Shanker Dev Campus. The data presented in the Table 4;

Table 4: Online Class Directive

SD – Strongly Disagree, D – Disagree, N – Neutral, A – Agree, SA – Strongly Agree

Statement		SD	D	N	A	SA	Mean	Sd
Management of Internet by SDC	Count		63	36	40	10	2.432	1.21
	%	27.7%	30.6%	17.5%	19.4%	4.9%		

								8
SDC did survey of student's internet facility before starting online class	Count	43	82	45	33	3	2.373	1.031
	%	20.95%	39.8%	21.8%	16%	1.5%		
Class Representative	Count		48	46	83	10	3.082	1.094
	%	9.2%	23.3%	22.3%	40.3%	4.9%		
Students Code of conduct								
Students Faculty	Respect	Students Obey IPR	Students Follow Electronic Law	Full-time faculties involved in online Class				
Count	164	8	10	24			1.601	1.320
%	79.6%	3.9%	4.9%	11.7%				
TU punish Directive's avoider					Yes	N0		
Count					117	89	1.432	0.496
%					56.8%	43.2%		

Sources: Field Survey, 2021

it can be interpreted that 27.7% of students strongly disagreed followed by 30.6% disagreed with the statement. About 17.5% respondent had neutral response and remaining 19.4% agreed followed by 4.9% respondents strongly agreed with the statement. As the legal provision of Online Class Directives – 019, respective college has to manage the high-speed internet facility to their students to participate in the online class so that there should not be any disturbance in-between the online class. The data shows that in total, most of the respondents (58.3%) disagreed with the statement that Shanker Dev Campus (SDC) provided quality and speed internet to their students for the online class. It means, there was either no availability of service or poor-quality service of internet for the online class.

The study team discussed with the students whether SDC had done survey about the accessibility of internet for students. In this question, in total 16% of respondents agreed while 1.5% respondents strongly agreed and 21.8% students gave neutral response, whereas 39.8% disagreed followed by 20.95% strongly disagreed with the statements. Researcher had divided the respondents into two categories: Agree and Disagree then it was found that, majority (60.75%) of students disagreed followed by 17.5% agreed and rest had neutral response. The result shows that majority of students responded that SDC did not survey accessibility of student's internet facility before starting of online class.

Similarly, in the question about SDC has provisioned student's class representative in order to assist the teacher for the various educational activities like maintaining the attendance of students, assignment, solving the technical problems, managing the class-test or exam. In the response of this question, in total 40.3% of students agreed while 4.9% respondents strongly agreed and 22.3% respondent's response neutral answer whereas 23.3% disagreed followed

by 9.2% strongly disagreed with the statements. Researcher had divided the respondents into two categories: Agree and Disagree. It was found that, comparatively higher number (45.2%) of respondents agreed followed by only 32.5% disagreed and rest had neutral response; means no idea about the provision of class representative. The result indicates that there was no good management of class representative by SDC to assist the teacher and made the effectiveness of online class.

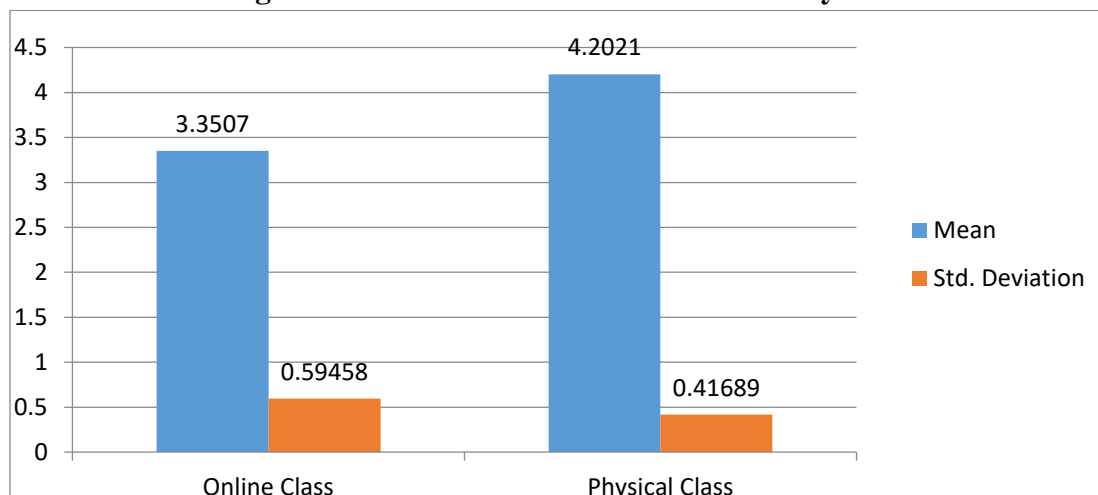
Researcher asked that whether students implemented code of conduct during online class or not. In this question, in total 79.6% of students reported that they respected faculties during online class, 3.9% students obeyed intellectual property rights, 4.9% Students/Faculties/Staff followed electronic laws (unnecessary posting of videos, Image, information), 11.7% student reported that SDC full-timer faculties involved in regular online class.

There was provision to punish those students who avoid the online class directive. In this response, 56.8% students shared that SDC higher authority (management/executive committee) had recommended TU to punish directives avoider

Conclusion

The main objective of this study was to identify the effectiveness of online and Physical Class and implementation of online class directive 2077 of Tribhuvan University. The key findings presented in the below Figure 4 shows that physical class has highest mean value (mean = 4.2021) than the online class (mean= 3.3507) which results that Physical Class was more effective than online class.

Figure 4: Mean value between online v/s Physical classes



Sources: Field Survey, 2021

Findings show that majority of students had adopted online class first time in their learning career. Most of them used personal mobile as medium to participate in their online class. Study showed that physical class was more accessible, easy to use the study resources, and importance in terms of comfortable, access, quality, interesting, simplicity, use, focus, communication, feedback, diversification and presentation. Only in terms of saving of time,

majority of students supported the online class otherwise, comparatively higher number of students supported the effectiveness and quality of physical class. Study showed that campus failed to abide adequate survey of the students' regarding the accessibility of the internet as per online class directives 2077 provision. There is one clause in Directives that before conducting the online class, they have to manage student's class representative in order to assist teacher.

Regarding implementation of code of conduct, majority of student had strictly followed the rules as mentioned in Directives.

Based on the above findings and discussion, the study has made the following recommendation for the further work:

1. Respective Campus must be aware about the rules, regulation and directives to effectively run the online class. Campus should do the feasibility study before implementing any new program in future.
2. Respective Campus should manage all required devices and technology, teaching-learning resources to all faculties to improve the quality of online class and increase the motivation of students.
3. Further researcher can study the impact of online class during covid19 Pandemic on the academic achievement of students.

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