PalArch's Journal of Archaeology of Egypt / Egyptology

IMPACT OF COVID-19 ON THE HIGHER EDUCATION IN NEPAL: THE MINDSET OF STUDENTS AND FACULTIES TOWARDS ONLINE TEACHING LEARNING PRACTICE.

Manoj Kumar Chaudhary, Ph.D, ***Associate Professor***
Faculty of Management, Tribhuvan University, Kathmandu, Nepal

Manoj Kumar Chaudhary : Impact of Covid-19 on the Higher Education in Nepal: The Mindset of Students and Faculties towards Online Teaching Learning Practice.--Palarch's Journal of Archaeology Of Egypt/Egyptology 18(1). ISSN 1567-214x

Abstract

The study on impact of Covid-19 on the higher education in Nepal: The mindset of students and faculties towards online teaching learning practice. In this response, the main purpose of this study is to investigate the impact of Covid-19 on the higher education in Nepal and its teaching-learning approach. In this study, 300 structured questionnaires were sent amongst students and faculties of MBA Program, young entrepreneurs, banking professionals and others via an online questionnaire set. However, 120 respondents replied very vividly in this research question. 120 respondents were selected by applying a convenience sampling technique. This study is quantitative and qualitative in nature with both explorative and descriptive design. The inquiry has exposed the consequences of a new change in the scope of socio economic environment of different colleges and universities of Nepal. This is related to the perception of MBA students to adapt to online education systems introduced by these colleges, as they both have access to the Internet and technical resources. This sort of mind set and the current situation has greatly accelerated the digitalization of the means of education. Likewise, related institutions as such are also showing their readiness to adapt to this teaching-learning methodology and contribute to the human resource development objectives of a country.

Key Words: Covid-19, Online, Teaching Learning Practice, Higher Education, Effectiveness.

Introduction

The ongoing Covid-19 pandemic crisis has significantly disrupted every aspect of human life globally. Initially, it is first and foremost a health crisis, but it is also the cause of crisis in economics, Unemployment governance, poverty, education and the likes (UNESCO, 2020). The alarming outbreaks of corona virus have revealed emerging vulnerabilities in education system across the globe. The growing speed of the spread of corona virus has continued imposing educational institutions to shutdown face to face classroom environment (Ali, 2020; Zhang et al; 2020; Dawadi et al; 2020). Most of the college and universities have shut down their doors and each level students have stayed at home with their family as a self-quarantined individual (UNESCO, 2020). Furthermore, education of more than 1.6 billion students across 191 countries has been severely disrupted by the closure of the academic institutions and Nepal is not an exceptional case. In the present situation, Covid-19 has an increasing impact on the global higher education sectors (Crawford et al; 2020). Institutions and their faculties have rushed to convert their teaching-learning approach, including their curriculum, to an online environment (Perrotta, 2020). It was a test of organizational agility and initially it was focused on transitioning content to an online educational environment, and not necessarily on online pedagogy (Wu, 2020). Moreover, it is also a demonstration of the socially advanced and non-advanced learners, and also that of the adversely affected in terms of poorly resourced institutions where limited resources, skills, technology and internet facilities had a major impact on their academic response (Zhong, 2020). It has also determined the students' ability to engage in an online teaching-learning environment and their position related to higher education for the fourth coming digital era of learning (Houlden and Veleetsianos, 2020).

As per ILO's briefing, school and universities have been shut down in almost all countries around the globe except for a few, in order to limit the speed of the pandemic. Nation wise closure have been mandated in 192 countries, interrupting the education of millions and prompting almost all level education systems to deploy online learning solutions (ILO, 2020). However, the effectiveness of online education remains elusive. So it is essential to acknowledge the contextual reality that online education is not an ad-hoc solution to face to face exchange of knowledge. Top class universities across the world, over the last decade are gradually shifting their programs online and doing away with face to face classes (Bao, 2020). Thus, reimagining higher education in the Nepalese context has become a difficult task in the changed scenario. Almost all universities (i.e. 11) of the country are in deep dilemma over their future. An ensuring education safe environment has become a challenging task and raises various critical issues. So, before academic institutions and universities decide to run class via online to teach in this pandemic situation, they should evaluate the issues raised by stake holders very well (Filius et al, 2019). For example, if there is an academic institution with robust online platform for education in this corona virus vexed era, which hires qualified professors who can present their materials for students to be accessible even from their homes, and, if students do not have the means to access these learning materials like laptops, tablets, smartphones, electricity, internet and even skills etc., then they are unable to get the benefits of online education. Therefore, this calls for a clear road map of education in Nepal in an after the corona virus era. Hence, this paper has mainly investigate and explore the first wave of response from management graduates, pass-out management graduates, and faculties from different universities in Nepal to sum up their collective responses during the state of the ongoing pandemic.

1.1. Review of Literature

Mindset refers to an individual's belief about abilities and intelligence (Dweck, 2020). One's belief might have affected due to external environment that cannot favor to have learning abilities, skills and intellectual growth. Both fixed and growth mindset; two kinds of conviction among the educational stakeholders were in dilemma to get better transformation in and after the pandemic 2020 outbreak due to spread of Covid-19 to pursue the higher education along with adapting learning tools , skills and perspectives. At the beginning of crisis, students were facing the problem to complete their regular study appearing physically and preparation of final exam. After the outbreak of pandemic, the main requirement was they have to be trained themselves to support their natural talents. Besides, the needy thing was to have growth mindset of all the educational stakeholders reaching to the conclusion that the best way to be encouraged via online education system. It was a kind of growth mind set to overcome the current health and economic crisis led by pandemic 2020. The entity beliefs often result

in strategy perseverance and effort withdrawal, whereas an incremental mindset more often results in strategy change and increased effort (Robins & Pals, 2002).These maladaptive responses are especially obstructive as innovative and creative thinking with risk-taking and flexibility are increasingly essential learning skills in the 21st century (Dweck, 2009). Students' incremental theory of intelligence was successfully encouraged in an intervention that emphasized the importance of effort, strategies, and help from others in learning (Yeager & Dweck, 2012). At any consequences, mindset becomes more adaptive and brings change more rationally.

The study on Mind Set of Management Graduates And Faculties Towards Online Learning Approach: Impact And Responsive Strategy In And After Covid-19 Pandemic**.** Has a significant contribution in the field of human capital development when learners and teachers were in the dilemma at the time of pandemic. Before pandemic, there was only face to face learning system that supposed more scientific and effective. After the corona outbreak, situation became unusual. With this global phenomenon, this study has opened the field of further research on adaptation of technology uses while teaching and learning activities in pandemic and after pandemic. The benefit of the study is to find the way of thinking of educational stakeholders particularly students which have accelerated the educational institution's readiness to use technical tools in academic activities. The main reason to that is; after the corona virus outbreak in Nepal, all the colleges and universities have been halted and socio economic behavior had been changed so that students didn't have option to pursue their regular study with physical presence. In order to give continuity for their study, they were exposed to paradigm shift in an education sector via new frame of mind set towards applications of mobile and computer devices for an online teaching learning pedagogy. In addition, even who wanted to go abroad study also has preferred to get distance education from the home country Nepal. Hence, the changing mindset has great importance in transforming education through new skills and perspectives.

Researchers argue that running classes online requires evocative planning and preparation from all parts of the education systems. The educational institutions have neither to take the students and instructors through online teaching learning practice itself but if undertaken, they may not have enough resources both on campus and at the instructors' homes to get them to record and present the work in a manner that can be easily accessed by the students. In such a case, the online education platform will not work (Yang and Li 2018; Filius, 2019; Bao, 2020). In this era of corona virus pandemic, the higher education has been pushed into experimenting E-learning within an unprecedented scale and now people are trying to find out solutions to it response (UNESCO, 2020; WHO, 2020). As the consequences of the physical distance and lockdown universities in nepal have been temporarily close its regular face to face class and examinations for near about four months now. As for the UNESCO (2020) estimates that nearly 9 million (8,796,624) students are affected in Nepal due to closer of academic institutions in relation to the ongoing pandemic effect. Therefore, the education system and its approach has changed gradually, with the typical use of E-Learning whereby teaching and learning are on the taken remotely and on digital platforms (Dawadi et al, 2020). However, there are many issues and challenge are around for equitable access and benefits to online teaching learning practice in Nepal.

The new situation creates by corona virus and is world-wide spread demands a changing role of both academic institutions and the faculties and staffs as well. Ensuring the health safety of the students will be the key task for educators in Nepal (Pokhrel, 2020). Further the students and parents are unable to send and attend the class where universities and college are somehow planning to resume. In this context all stake holders like parents, students, teachers and staffs, academic institutions, government and local government and alike have join hands together to create E-Learning environment in their place, So that they could deliver through virtual classrooms (Huck and Shmis, 2020). However, a country without a good infrastructure like Nepal is turning to traditional technology as a means to compensate for the loss (IAU, 2020). In order to understand the Nepalese context during the coronal era and its impacts such as the closure of educational institutes and their virtualization via the use of technology, it is important to know the basic differences between face to face classroom education and the virtual one (Mahboob, 2020).

The technology based teaching-learning practice has several benefits though (Gyamerah, 2020). But it can widen the existing inequalities, if all the required measures are not taken into consideration. Therefore, developing economies like Nepal has somehow gaps among its peoples in terms of their income, education and their background. Existing status of Nepalese people in regards to highly skewed distribution of its resources have often been heard, observed and talked about. Hence this is also reciprocal to the wider gaps between the advantaged and disadvantaged group of students in Nepal in terms of receiving proper education.

The present scenario in the advent of Covid-19 indicates that students, faculties and management of various education institutions are affected differently by the corona virus pandemic. The existing technological availability, skills and necessary resources has imposed the search for a right way to mitigate the pandemic's effects in Nepal. Therefore, there are several issues and challenges that surround the practice of online teaching in the Nepalese context. However, only few researches exist on the present scenario of the pandemic's effects on higher education of Nepal, indicating a gap for more related studies in order to explore and investigate the situation. Hence, this paper seeks to investigate the present situation of online education of the management faculty (Higher Education) in Nepal, and the article also highlights some of the coping strategies on the usages of this medium. This paper will explore the first wave of responses from MBA students, faculties, and academicians of Nepal and summarize the collective interpretations regarding the impacts of this inevitable pandemic and its recent aftermaths that has shaped a new form of online education system. Besides, some socio economic challenges have become origins of scopes of online management education and preferences, relating to the effectiveness of its delivery, teaching-learning methodology persuasions, and rapid digitalization of the related curriculum frameworks as well. We commence this investigation for the perseverance of countering the first of our research questions: How the both MBA students and faculties of Nepalese universities responding to COVID-19 for their education via online and why?

2. Research Methodology

This study uses various methods of research in order to analyze the access of online education amongst MBA Students (Batch of 2020) in and after the covid-19 pandemic lockdown in Nepal. This study is quantitative and qualitative in nature with the usage of both explorative and descriptive approaches. Opinions of respondents that were taken during discussion via video conferences are incorporated in the study. Some responses were calculated in percentages vividly. This study has explored the knowledge, practice and adoption of online education system in and after Covid-19 pandemic lockdown in Nepal. In order to carry out this study, primary data collection via Google questionnaire in an open-ended structure and secondary data information was followed. For the primary data collection amongst Masters of Business Administration (MBA) students from four universities – Tribhuvan University, Purbanchal University, Kathmandu University and Pokhara University – of Nepal. Furthermore, 300 structured questionnaires were sent amongst MBA students, young entrepreneurs and banking professionals and others through Google's online questionnaire set. However, only 120 respondents replied vividly to these research questions. Hence, 120 respondents were valid for a convenient sampling procedure. Also, open-ended questions were discussed with individuals from 82 faculties via invitation to online meeting sessions, resulting to responses from only 56.

3. Result Analysis

The individuals who were surveyed were MBA students. The population of students in the survey comprises of 55.85 and 44.15 percentage of females and males respectively. The percentage of male and female students in the age group of 20 – 24 years was

37.5. Similarly, the percentage of students who were 25 – 29 years old were 29.17 percent. Likewise the percentage of students who were 30 – 34 years old was 25 and that of 35 – 39 years olds was 8.33 percent. In total, the number of respondents were 120, comprising of 53 males and 67 females.

Table 1: Population distribution by age group

Age group	Sex					
	Female		Male		Total	
	N	percent	N	Percent	N	Percent
20-24 Years	20	16.66%	25	20.83%	45	37.5%
25-29 Years	15	12.5%	20	16.66%	35	29.17%
30-34 Years	14	11.66%	16	13.33%	30	25%
35-39 Years	4	3.33%	6	5%	10	8.33%
Total	53	44.15%	67	55.85%	120	100%

Source: Field Survey, 2020

The table 1.2 shows the structure of demographic dimensions of the populations of the research study. The response of the MBA students has been depicted according to their age group in the study. The study was conducted to find out the perceptions of MBA students of different college and universities of Nepal on their views on the various impacts of the ongoing online education system. Out of the total students, 200 were selected to ask Google questionnaires, out of which 120 responded. The percentages of female and male respondents were 16.66 percent and 20.83 respectively and fell under the age group of 20 – 24 years. The total number of respondents was 45. Likewise, respondents from the age group of 25 – 29 consisted of 35 males as percentage wise it was 12.5% and 16.66 for the female and male respondents respectively. Similarly, out of 30 respondents, the respondents in the age group of 30 – 34 years were 25 percent in which 11.66 percent were females and 13.33 percent were males. Amongst 35 – 39 year olds, the total number of respondents was 10, which consisted 3.33 percent of female and 5 percent males. The number of male students was higher than that of the females. As an overall, the highest percentage was 37 followed by 29.17, 25 and 8.33 for the age groups 20 – 24; 25 – 29; 30 – 34 and 35 – 39 respectively.

Table 2: Occupations of the respondents

Respondents Occupation	N	Percent
Young Entrepreneurs	20	16.67%
Banking professionals and others	30	25%
Fresher MBA running	70	58.33%
Total	**120**	**100%**

Source: Field Survey, 2020

Table 2 shows occupations of the total 120 respondents in which 20 were young entrepreneurs — 16.67 percent of the sample size. Likewise, 25% percent were banking professionals and others, including a number of 30 students out of the total 100 percent. Those as MBA fresher comprised 58.33 percent with a total number of 70 out of the total sample size. This was the highest as compared to the percentage of the banking professionals (2nd highest) and young entrepreneurs.

Table 3: Types of Internet users (Respondents)

World link	NTC data	Ncell	Subisu	ADSL	Via net	Classic Tech	Total
20%	25%	15%	10%	5%	20%	5%	100%

Source: Field Survey, 2020

Table 3 exposes various kinds of internet access users (Respondents) via different internet service supplier companies in Nepal. As per the responses, NTC data service obtained by 25% students stood as one with the highest rate of respondents. Likewise those who used services of World link and Vianet were 20 percent in an equal proportion. Similarly, users of Ncell were 15 percent and that of ADSL and Classic Tech services were both 5 percent. During this period, such Internet service companies had provided important accesses for the students, including those who were respondents of this research as well. Based upon this table, it is evident that in Nepal's case, NTC stood out as the highest bidder in providing Internet service to the students, followed by Vianet, Ncell, Subisu, ADSL and Classic Tech in a hierarchical order.

Table 4: Internet Speed, Smart Internet service and power sources used by respondents

High speed	Medium speed	Low speed	Total
20%	70%	30%	100%
Smart -	**Yes**	**No**	**Total Responses**
Internet	98%	2%	100%
Hydropower	**Battery**	**Solar**	**Total**
100%	0%	0%	100%

Source: Field Survey, 2020

The table has presented the perception of the users regarding the speed of the internet services that they were using in terms of percentage. Regarding this, the users of high speed internet was 20 percent. Similarly, 70 percent of the respondents experienced medium speed. Besides this, 30 percent out of the total respondents were low speed internet users. Hence, both during and after the pandemic lockdown, medium speed internet user respondents were benefitted the most. There was a maximum response of users regarding their access to smart Internet service as compared to the 2 percent users who seemed to have not been experiencing as such. Hence, smart internet access has been a key

source for a successful online virtual classroom. The table has also presented the availability of power sources. All of the respondents used hydropower as the main power source. The response towards power availability from solar and battery was nil. Hence, as per their responses, hydropower had supported their study and livelihoods.

Table 5: Preferred time for online class in Percentage

Evening	day	Morning	Total
5%	15%	80%	100%

Source: Field Survey, 2020

Table 5 has shown preferred times for online class in Percentage. A maximum of 80 percent MBA students (respondents) preferred morning time for their online classes whereas 5 percent respondent preferred evening classes. About 15 percent students preferred day classes out of the total students. Therefore, during the time of the pandemic lockdown, respondents preferred morning classes since they were confined at their homes.

Table 6: Main source of study materials in and after pandemic

Facebook	YouTube	TV	Apps	google downloads	webinars	Online Class	Class mate	Instagram	Twitter
10	18%	0%	1%	2%	7%	58%	3%	0%	0%

Source: Field Survey, 2020

Table 6 presents main sources of study materials during and after the pandemic lockdown period. In and after the pandemic lockdown, a maximum of 58 percent respondents used their mobiles, laptops and computers as their source of studies via online classes with the help of software such as Zoom and Microsoft Team. Similarly, 7 percent respondents used such sources for webinars related to their study. Likewise, 10 percent respondents used Facebook for their education. In the Meantime, 3 percent respondents relied on their class mates; 18 percent of them followed YouTube; 2 percent downloaded material suggested by their faculties and 1 percent of them used mobile apps and none used Instagram and twitter to continue their course of study.

Table 7: Video conferencing software and computer used in and after the Pandemic lockdown

Zoom	Ms Team	Google hangout	Cisco
28 %	70%	1%	1%
Computer Desktop	**Laptops**	**Mobile (Smartphone)**	**Tablets**
10%	65%	20%	5%

Source: Field Survey, 2020

Table 7 shows video conferencing software used in and after the Pandemic. Maximum 70 percent respondents used Microsoft Team in and after the pandemic lockdown. Similarly, 28 percent respondents adopted Zoom classes. Similarly, 1 percent of them used Google hangout and the remaining 1 percent used Cisco. Similarly, exposed online classes took from different electronic devices such as computer desktops, laptops, mobiles, tablets etc. out of which a maximum number of respondents (i.e. 65 percent) used laptops whereas 20 percent of them used mobiles (Smartphones). Similarly, 10 percent of the respondents used tablets for the same. Therefore, it seems that maximum students preferred Microsoft Team video conferencing software for their formal study from their laptops.

4. Discussion

Covid-19 pandemic has become a cause to change the mind set of students who have taken up the adoption of digital technology as a form of opportunity. Table 8 presents their mind set towards online education and their preference to it over other forms of learning, despite the multiple social economic challenges that are associated during and after the pandemic lockdown. 5 types of analysis, like the RT scale method has been used to find out this mindset of the students towards their interests in online classes as table 9 depicts the percentage availability of resources required for such online education dedicated to the MBA students.

Table 8: Mindset towards digital technology preferences in and after the pandemic lock down

Statements	N	Min.	Max.	Results
Are you preferred to use digital technology in your study?	120	1	5	3.04
Are you agreeing to take online class?	120	1	5	4.16
How far effective is the online class to your study?	120	1	5	3.9
How far are you satisfied with online classes?	120	1	5	3.8
Are you satisfied with government response and preparedness for public health in the COVID-19 Pandemic?	120	1	5	2.9
Valid Number	120			

Source: Author's calculation, 2020

Table 8 presents digital technology adoption preferences during and after the pandemic lockdown. 120 respondents preferred the usage of digital technology in their study. Similarly, as the analysis shows, the result of 5 points average of the RT scale in the second question suggests how students agree to their enrollment in the online classes, which is 4.16, as indicated in the table. Respondents reported that highly effective online class in and after the pandemic lockdown was conducted, which is evident in the RT scale result of 3.9 out of 5 in the table. Likewise, the result 3.8 to the answer regarding the students' satisfaction with such classes reinforces their preference of this education system. But when it came to their level of satisfaction regarding the local government's response and preparedness for the COVD-19 pandemic threats,

the students seemed quite rebellious, as the result suggest (i.e. 2.9). Therefore, it was observed that the respondents seemed to have a lot of inclination towards endorsing the use of technology for their higher education in and after the pandemic lockdown.

Table 9: Perceptions towards internet uses, online class, power supply availability in and after pandemic, 2020

Statements	Yes	No.
Had you ever taken virtual class before pandemic (COVID-19)?	1%	99%
Do you have internet problem?	21%	79%
Is there problem of power supply service affecting your online class?	5%	95%
Is there technical problem of online video class in your devices?	1%	99%
Does the time of online class and job overlap occasionally?	3%	97%

Source: Field Survey, 2020

Table 9 shows the students' perceptions towards internet usages, online classes, and power supply availability in and after the Pandemic lockdown. 99 percent respondents had not taken virtual classes before the pandemic (COVID-19) lockdown whereas 1 percent respondents claimed to have done already.79 percent respondents mentioned that they had not had internet problem in and after the pandemic lockdown whereas 21 percent of them claimed to have such problems. 95 percent respondents said that they had not faced any power supply service failure during their online classes whereas 5 percent of them reported otherwise. Likewise 99 percent respondents claimed to have faced no technical problems of online video classes via the devices they used whereas 1 percent respondents said that they had technical problems due to their devices. Meanwhile, 97 respondents said that their class timings had not overlapped with their job or working hours whereas 3 percent respondents claimed to have faced such problems. Therefore, the evidence shared by respondents' shows that the use of the internet, online classes and unaltered power supply had supported to their education.

5. Conclusions

The study on Mind Set of Management Graduates And Faculties Towards Online Learning Approach: Impact And Responsive Strategy In And After Covid-19 Pandemic**.** Due to the outbreak of Covid-19, the higher education in Nepal has severely been affected as with the students in terms of knowledge and skills development. Even a short period of missed class will have negative consequences for skill development (Carlsson et al, 2015). School and college includes face to face class enhance social skills (Burgesh and Sievertsen, 2020). It could have a long-term impact on student knowledge and behavior (Dawadi et al, 2020).The finding indicate that stake holder of higher education in Nepal has become a crucial factor in this pandemic with larger number of students. Faculties and academic institutions are in deep confusion over their teaching learning approach.Uncertainty creates anxiety among students and college (Dawadi et al, 2020). Student and college will be under enormous pressure to catch-up. The focus will be on what college, teacher, students need to do (Buckler et al, 2020). Therefore, the paper conclude that there might be serious position that online education has mainly focused on covering and engaging the courses rather than helping to developing skills and preparing students as future mangers and entrepreneurs. The overall pandemic situation is likely to be weakening the basic need and quality of education. Most teachers do not seem to have adequate knowledge and skills to run online classes in Nepal (Pandit, 2020). Most teachers do not come to college and college managements are fells barrier to providing virtual education (Sharma, 2020; Pokharel, 2020. In Nepal, the finding of this study depicts that faculties are antagonized with some questions to meet the thrust of the sector of management education in Nepal. Therefore, the concerned authority should need to take a timely decision along with teaching learning framework in the situation of this dilemma. Thus, appropriate action plan with suitability of the present times have to be introduced in order to address the need of the management education faculty in Nepal. The finding of the study exposed that most of faculties are less well trained for online classes because it requires digital knowledge and skills. However, online classes are running in almost all management colleges in Nepal without a proper plan, Phuyal (2020) point-out that teachers are simply forced to do the job without considering their technological abilities (Mohamadbhai, 2020). An unrehearsed online delivery will have an adverse impact on the quality of education. Therefore, the researcher concludes that it is important that universities and college should provide training opportunities to faculties for effective teaching via virtual platforms. It is simply because a large number of faculties had not used digital technology and E-learning resources before this pandemic in Nepal.

Moreover, in response to debate among 56 faculties regarding the mention issues here, it can be observed that the pandemic has disrupted their education, health and livelihood, social life and created an impact on economic situation. Similarly, cultural contexts; migration and remittance as new cases emerge. These include: management of foreign returnee; tourism resilience; impact on agriculture and cooperative industry, financial, technological, private education and service sectors. Others include challenge of economic growth and improvement; style of leadership; personal health etc. Therefore, both the students and their subjects' faculty members preferred the usage of online education systems. The analysis presented in this study indicates that the MBA students have started changing their mind set on the methods of obtaining their education as they have access of online sources, and seek opportunities of a online teaching learning pedagogy. This sort of mind set and motivation to this situation has greatly accelerated the state of education institution's readiness for adopting latest teaching-learning trends in order to contribute to the human resource development. Universities need IT facilitators in each class rooms and lecturer and professor's need online class preparation training. IT enabled human resource can have fast resilience in and after the pandemic. The spread of the pandemic has stimulated the need to join online classes. Finally, the paper theories that the mind set of all individuals related to the academics have switched to online teaching-learning frame, which can re-invent the modality of a blended and learning approach. The associated new challenges and new scenario will be a great experience in terms of online education and has a great scope to be observed in order to produce tech skilled human resources in the future.

Debate outcomes and the way forward

In addition, the structured questionnaire responses, the study was carried out taking into consideration on Impact of Covid-19 on the higher education in Nepal: The Mindset of Students and Faculties towards Online Teaching Learning Practice. In this response , all together 56 faculties from different universities and colleges were participated in the debate on socio economic issues that included topics like online experience; education, health and livelihood, social life; economic impact; cultural cases; migration and remittance; management of foreign returnee; tourism resilience; agriculture and cooperative; the industrial, financial, technological, private and service sectors; challenges of economic growth and improvement; styles of leadership etc. Moreover, based on the open-ended questionnaires, researchers requested a total of eighty two faculties to participate in video conferences via Microsoft Team to be a part of such related debates and discussions. But only fifty six faculties participated in the program, though diverse viewpoints were received as a result. However, only some concrete and reasonable views are considered in this paper with the hope to represent all of the participants who were involved in these discussions. Based

on the debates, the responses of the respondents opined that the socio economic environment and businesses failed to serve the economic welfare of the nation but the choice for online education emerged during this transition.

The experts have put forward certain recommendations to be implemented through following responses and suggestions:

- The challenges of Covid-19 have presented great deal of opportunities in terms of new pedagogy of teaching learning. However, the effectiveness of the classes is the challenge for the participants due to the prevailing social and economic environment.
- The optimum utilization of logistics and the software has been the key motivation for the faculty as well as the students.
- The online education model has escalated the enthusiasm among the graduates, faculties, parents, academicians, professionals and all learners. The prospective socio-economic changes, perceptions and approach towards the use of technology while conducting the virtual learning platform has inspired them.
- The demand of online education system has urged for an upgrade in the status quo with a new mind set to adopt online education.
- Few experts interlinked the significance of online classes in terms of the social life. The isolations and social distancing protocols have deprived people from having a normal life. In this regard, online access and online education provided them with the assurance of the better new normal.
- During the time of an economic crisis where people are living in a fear of losing jobs, declining income sources and scarcity of resources, the positives have come up through the mindset of people to minimize their expenses. Meanwhile, the expenses related to attend the online classes has been an issue for many people.
- Few experts showed their concern regarding the economic impact of Covid-19. Nepal is highly dependent on remittance which has been affected by the pandemic. There is an uncertainty regarding the inflow of remittance as the pandemic has hit the global economy and the migration status is still uncertain due to the policy of many governments throughout the world.
- The management of foreign returnees is a sector that the government should keep in its priority list. Large number of migrants are returning or in the verge of returning back to Nepal due to the Covid-19 outbreak. Hence, it is a challenge for the government to utilize them in the productive sector. In this regard, online platform and the online education can be used appropriately to facilitate the labor economy.
- The other sector which has been affected badly enough by Covid-19 is a tourism sector. To revive tourism sector, online platform can be utilized effectively. Some experts expressed that online marketing can have a high impact towards the revival of the tourism sector. Meanwhile, the online tourism promotion activities can be economic means as compared to others.
- The other economic sector which can be raised is an agriculture sector. In this regard, some experts suggested that online marketing and support of cooperative farmer is a great possibility. Furthermore, digitalization in the agro supply chain can also help agriculture sector to boom. To incorporate such issues, online education should be considered as a key partner.
- As per some experts, the information technology has become a heart of the economic sustainability. They suggested that the knowledge regarding the information technology should be properly disseminated since it can help people to combat challenges in crisis and post crisis period of the pandemic.
- The organizations in this generation are also considering opting automated technology. Hence, people who do not have knowledge of digital technology will suffer even for their livelihood. In this regard, online platform can be regarded as a key means to facilitate such provision.
- As per some experts from banking sector, using technology, banks and financial sector can bring new schemes to help and push other industries and entrepreneurs for the investment with low rate of interest where blended course enabled them to work effectively. Furthermore, they focused that banking and financial sector has a need of digitalization and automation in and after the pandemic. Hence, the graduates prefer to go for online education to manage the financial sector in the future.
- According to some respondents, as industry develop, it derives an increase of value addition and enhances the application of science, technology and innovation, therefore encouraging greater investment in skills in IT education, and thus providing the resources to meet broader, inclusive and sustainable development objectives. This reflects the need of online education in the future.
- There is a high scope and use of technology in the international trade. Hence, it is highly recommended for the country like Nepal to promote the relation with other countries and promotes the technology use in trade, supply chain and logistics. Hence anticipating greater scope of digital age in trade, graduates had started to prefer online education, as per the experts' conclusion.
- Service sectors are the hidden gem in the economic growth of a country like Nepal. Hence, to keep it alive, digitalization is very important. For this, it is highly recommended to prepare a technologically sound human resource. In this regard, online system can be utilized to allow graduates to be skilled in automation.
- Some respondents voiced that the virtual classes should be continued instead of physical class looking at the severity of Covid-19. To make the classes effective and efficient, the college management should launch new digital technology and digital learning equipments.
- There is a need to have a synergy of digitalization to provide stability in the economy. Therefore, some of the measures for stability and economic improvements depend upon promotion of agricultural development through modern tools, techniques and dissemination of knowledge and financial assistance by the government for new SMEs. Hence, online platform can be used to achieve this objective.
- The respondents emphasized the need of visionary leadership during such crisis. For such leadership, one needs to possess good qualities and technological skills. Hence, online education can create a platform for youth to fill up this gap.

References

[1]. UNESCO.(2020). COVID-19 Educational disruption andresponse. https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures.
[2]. Zhong, R. (2020, March 17). The coronavirus exposes education's digital divide. The New York Times. https:// www.nytimes.com/2020/03/17/technology/china-schools-coronavirus.html.
[3]. Macquarie University.(2020). Coronavirus (COVID-19) infection: latest information.https://www.mq.edu.au/about/coronavirus-faqs.
[4]. Monash University. (2020). COVID-19– fact sheet. Monash University. https://www.monash.edu/news/COVID-19-factsheet.
[5]. Victoria University. (2020). Coronavirus (COVID-19).https:// www.vu.edu.au/about-vu/news-events/news/vus-responseto- the-coronavirus-COVID-19.
[6]. Azzi-Huck, K. &Shmis, T. (2020). Managing the impact of COVID-19 on education systems around the world: How countries are preparing, coping, and planning for recovery. Retrieved from: https://blogs.worldbank.org/education/managing-impact-COVID-19-education-systems-around-world-how-countries-are-preparing
[7]. Bao, W. (2020). COVID -19 and online teaching in higher education: A case study of Peking University. Human Behavior and Emerging Technologies, 2(2), 113-115. https://doi.org/10.1002/hbe2.191
[8]. Buckler, A., Chamberlain, L. and Stutchbury, K. & Hedge, C. (2020). Minimising 'distance' in distance learning programmes during a global health crisis: framing an international education response to COVID-19. *UKFIET*. Available at: https://www.ukfiet.org/2020/minimising-distance-in-distance-learning-programmes-during-a-global-health-crisis-framing-an-international-education-response-to-COVID-19/.

[9]. Burgess, S.and Sievertsen, H. H. (2013). Schools, skills, and learning: The impact of COVID-19 on education. *VOX CEPR Policy Portal.* Available at: https://voxeu.org/article/impact-COVID-19-education.
[10]. Carlsson, M, Dahl, G.B., Öckert, B. andRooth, D. (2015). The effect of schooling on cognitive skills. *Review of Economics and Statistics*, 97(3), 533–547.
[11]. Crowford, J; Jurgen, R; Henderson, K; Malkawi, B (2020). Covid-19:20 Countries' higher education Intra-period digital pedagogy response retrieved at https://www.researchgate.net/publication/340341491.
[12]. Dweck, C.S. (2015). Teacher's mind set: "Every student has something to teach me" *Educational Horizens, 93*, 10-14
[13]. Dweck, C. S. (2009). Who Will the 21st-Century Learners Be? *Knowledge Quest, 38*, 8-9.
[14]. Filius, R. M., Kleijn, R. A. M., Uijl, S. G., Prins, F. J., Rijen, H. V. M., & Grobbee, D. E. (2019). Audio peer feedback to promote deep learning in online education. Journal of Computer Assisted Learning, 35(5), 607-619. https://doi.org/10.1111/jcal.12363
[15]. Gyamerah, K. (2020).*The impacts of COVID-19 on basic education: How can Ghana respond, cope, and plan for recovery?* Accessed on 01/04/2020. https://schoolofeducation.blogs.bristol.ac.uk/2020/03/31/the-impacts-of-covid-19-on-basic-education-how-can-ghana-respond-cope-and-plan-for-recovery
[16]. Houlden, S., & Veletsianos, G. (2020). Coronavirus pushes universities to switch to online classes – but are they ready?. The Conversation. https://theconversation.com/coronaviruspushes-universities-to-switch-to-online-classes-but-arethey-ready-132728
[17]. IAU (2020). The impact of COVID-19 on higher education worldwide Resources for Higher Education Institutions. *International Association of Universities*. Retrieved from: https://www.iau-aiu.net/IMG/pdf/COVID-19_and_he_resources.pdf
[18]. ILO (2020). Sect oral Brief: Covid-19 and the education sector; 2020. Retrieved from https:// https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/briefingnote/wcms_742025.pdf
[19]. Mahboob, A. (2020). *Education in the time of COVID-19*. Available at: http://flcgroup.net/courses/education101-intro/
[20]. Mohamedbhai, G. (2020). COVID-19: What consequences for higher education? University World News, AfricaEdition. Available at: https://www.universityworldnews.com/post.php?story=20200407064850279
[21]. Pandit, S. (2020). Sankatmanirantarsikai. Gorkhaparta (07 May). Available at: https://gorkhapatraonline.com/education/2020-05-06-13805.
[22]. Perrotta, C. (2020). Coronavirus quarantine could spark an online learning boom. The Conversation. https:// theconversation.com/coronavirus-quarantine-could-sparkan-online-learning-boom-132180
[23]. Pokharel, K (2020). Educational implications of covid-19: The rising Nepal. Retrieved from https://risingnepaldaily.com
[24]. Phuyal, D. K. (2020). Challenges of virtual classes. *The Himlayan (29 April)*.https://thehimalayantimes.com/opinion/challenges-of-virtual-classes/ .
[25]. Poudel, S. (2020). *Abhibhabak ra bidhyarthibidhyalayaaaununaparnegaribidhyarthi varna agadibadauchhau: Shiksha mantri*. Available at: https://www.nepalkhabar.com/society/26075-2020-05-04-04-51-08?fbclid=IwAR049nQCdhHt9aeAR41hEEWSytUY1Dy3t9rgwul5p_JfSamow4KaoxJ4ykI#.Xq_NfzmVevx.facebook
[26]. Robins, L. R. W., & Pals, J. (2002). Implicit Self-Theories in the Academic Domain: Implications for Goal Orientation, Attributions, Affect, and Self-Esteem Change. *Self and Identity, 1*, 313-336. http://dx.doi.org/10.1080/15298860290106805
[27]. Sharma, L. (2020). Online Shikshaleasamaanatabadhaauchha. *JhannayaPatrika* (09 May). https://jhannaya.nayapatrikadaily.com/news-details/970/2020-05-09?fbclid=IwAR08pBnTk6rQpOChsOkHgZolONLJLY8Wc7LPqOf5k_1QgqKWRDkeLXl5D_Y
[28]. UNESCO. (2020, Match 13). *COVID-19 educational disruption and response.* Retrieved from https://en.unesco.org/covid19/educationresponse
[29]. WHO. (2020). Report of the WHO-China joint Mission on Coronavirus Disease 2019 (Covid-19). The WHO-China Joint mission on Coronavirus Disease 2019, February, 16-24. Retrieved from https://www.who.int/docs/default-source/coronaviruse/who-china-joint-mission-on-COVID-19-final-report.pdf
[30]. Wu, Z. (2020). How a top Chinese university is responding to coronavirus. https://www.weforum.org/agenda/2020/03/ coronavirus-china-the-challenges-of-online-learning-foruniversities/
[31]. Yeager, D. S., & Dweck, C. S. (2012). Mindsets that Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. *Educational Psychologist, 47*, 302-314. http://dx.doi.org/10.1080/00461520.2012.722805
[32]. Yang, F., & Li, F. W. B. (2018). Study on student performance estimation, student progress analysis, and student potential prediction based on data mining. Computers & Education, 123, 97-108. https://doi.org/10.1016/j.compedu.2018.04.006
[33]. Zhong, R. (2020, March 17). The coronavirus exposes education's digital divide. The New York Times. https:// www.nytimes.com/2020/03/17/technology/china-schoolscoronavirus.html