

PERCEPTION TOWARDS ONLINE TEACHING DURING COVID-19 PANDEMIC
AMONG STUDENTS OF COLLEGE OF NURSING AND PARAMEDICAL SCIENCES,
GOVT. MEDICAL COLLEGE ANANTNAG, J &K.

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Abstract: The COVID-19 pandemic has affected not only physical health but also every component of health by affecting the lifestyle, income, business and even the education system worldwide as a result of measures being taken for its prevention. Online learning is a virtual learning system which integrates internet connection with teaching and learning process that can be carried out from the distance with the help of internet and online media. A Cross Sectional Descriptive Study with Sample size of 110 students (30 B.Sc. Nursing and 80 B.sc Paramedical students) was carried out at College of Nursing and Paramedical Sciences, Government Medical College, Anantnag, Kashmir. The objective of the study was to assess the perception of nursing and Paramedical students towards Online classes during the lock down. The study found that more than half of the students (54.1%) had negative perception towards online classes. In this study, majority of the students 92 (85.2%) agreed that the Traditional Classroom learning is easy and preferred mode of learning. About 95 (87.96%) of the respondents agreed that the learning is the same in class and at home on the Internet. About 98 (90.7%) disagreed that the face-to-face contact with teacher is hindered in Online teaching. Almost all of the respondents 101 (93.5%) agreed that there is lack of Practical skills as there is no practical classes in on-line mode. About 80 (74.1%) of the respondents agreed that sometimes the student only attends the class for attendance purpose. About 93 (86.1%) of the respondents agreed that the online classes are only useful if the internet connection is continued in Kashmir and about 93 (86.1%) of the respondents agreed that there is missing of classes over days to students residing in areas where internet service is snatched because of encounter problems. Majority 97 (89.8%) of the respondents agreed that there is lack of concentration as the learners are away from direct contact of teacher and about 94 (87.04%) of the respondents agreed that there is a lack of face to face interaction during the lectures. This study also revealed that all of the respondents (100%) used mobile gadget for their e-learning. This study highlights that nearly all of the respondents (97.2%) were using cellular data and around 2.8% of the respondents were using Wi-Fi for attending the class.

Keywords: Covid-19 Pandemic, Perception, virtual learning.

INTRODUCTION

Over the past two decades, coronaviruses have been associated with significant disease outbreaks. The COVID-19 pandemic is an ongoing global pandemic caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). The virus was first identified in December 2019 in Wuhan, China. The World Health Organization declared a Public Health Emergency worldwide regarding COVID-19 on 30 January 2020 and later a pandemic on 11 March 2020. As of 7th May 2021, more than 156 million cases have been confirmed, with more than 3.26 million deaths attributed to COVID-19, making it one of the deadliest pandemics in history.¹

This pandemic has affected not only physical health but also every component of health by affecting the lifestyle, income, business and even the education system worldwide as a result of measures being taken for its prevention.^{2,3} Following recommendations by the health authorities to protect students and staff, the Government of India

closed all schools, universities and educational institutions on the 7th of March 2020 as a preventive and precautionary measure. Later, the education system changed from a conventional education to online educational platforms.⁴

Online learning is a virtual learning system which integrates internet connection with teaching and learning process.⁵ the interaction of teaching and learning activities can be carried out from the distance with the help of internet and online media⁶. However, this method can be difficult for those teachers who are specialized in conventional teaching and are uncomfortable to use electronic gadgets. Also, students may not feel serious in online teaching as teachers have little control in online teaching⁷. Online learning has become a solution for the continuity of teaching and learning process in Nepal during Covid-19 pandemic. Although online learning have various positive impacts, the shift to online education in nursing where student nurses require practical knowledge creates new challenges for nurse educators.^{8,9}

When it comes to online education and learning, many factors help it succeed or cause it to fail. For online education to succeed, both students and instructors must see the value of how it functions and have trust in the medium and the various online platforms. Just as students and teachers must feel immersed in educational experience¹⁰. On the other hand, online education may fail if faculty members are not trained in using online programs, if online courses are not designed properly, or if there is inadequate financial management¹¹. Implementing new ideas, and strategies in a workplace can be difficult because of the beliefs and attitudes of the people working in that given place¹². Adopting new technology while teaching can also affect the success of students and educational institutions¹³. From March 2020 numerous lectures were given online as academic staff and online teaching experts came together to give instructions and online training to colleagues on how to use and implement online teaching at Government Medical College, Anantnag.

In previous research, instructors have indicated some of the main difficulties they faced when using Blackboard as an online medium for the first time: problems managing time; this problem decreased after using the medium for some time and rearranging their teaching plan. They also indicated difficulties motivating students and assessing their understanding, especially with large groups and dealing with students' misbehaviors, particularly when students were late to enter the program or forgot to enter¹⁴. One of the main problems and concerns in using Blackboard and online learning is the weakness of internet signals. However, such learning and teaching provides easier access to information and is accessible anytime and anywhere.¹⁶

Various studies have been conducted across different countries to determine student's perception on E-learning. A study was done in Pakistani medical and dental students in which students did not prefer e-teaching over face-to-face teaching during the lock down situation. 77% students had negative perceptions towards e-learning¹⁷.

Further, a study done in Indonesia among medical students found some supportive but also inhibitory factors to distance learning. The most agreed supportive factor was location flexibility (87.9%) and the most common inhibitory factor was signal dependent (80.2%)¹⁸. A study was conducted to assess the impact of E-learning among nursing students and teachers of Kathmandu during COVID-19¹⁹.

Following lockdown, interactive online platforms such as Google meet, Zoom, Cisco, WebEx have gained popularity as they offer a better student teacher interaction. Non interactive e-learning modes like prerecorded videos on streaming sites like YouTube, and PowerPoint presentations on Slide Share and WhatsApp are also popular.

With all the changes happening around us because of the COVID- 19 pandemic: self-quarantine and maintaining social distancing, the use of online teaching by all academic faculty members of College of Nursing and Paramedical Sciences, GMC, Anantnag, and the Govt's overnight decision to change to online teaching has changed the perception of teaching among the faculty as well as the students. Also, the study of effectiveness of online teaching has become essential component in the education system in Jammu and Kashmir, India. Very little information exists about the experiences of students regarding online classes in Jammu and Kashmir, India. Therefore, the researcher assessed the perception of nursing students towards online learning implemented during Covid-19 pandemic in Jammu and Kashmir, India. This knowledge is necessary to identify student's requirement during online learning to make this learning system beneficial for the students.

OBJECTIVE

To study the perception of nursing and Paramedical students towards On- line classes during the lock down.

MATERIAL AND METHODS

Study Design: Cross Sectional Descriptive Study.

Sample size: 110 students (30 B.Sc. Nursing and 80 B.sc Paramedical students)

SELECTION CRITERIA

Inclusion criteria	Exclusion Criteria
All the students who are studying at College of Nursing and Paramedical Sciences, GMC Anantnag	Students who are not studying in College of Nursing and Paramedical Sciences, GMC Anantnag
Who gave consent and voluntarily participate.	Who did not give consent.

METHODOLOGY

A descriptive, cross-sectional research design was used to conduct the study among students of College of Nursing and Paramedical Sciences, Government Medical College (GMC), Anantnag, J&K. GMC has been providing education facilities to a number of students with different faculties i.e. MBBS, BSc nursing, B.Sc. Operation Theatre Technology, B.Sc.Anesthesia Technicians, B.Sc.Renal Dialysis Technician, B.Sc. MLT, B.Sc. radiographic Technicians. An online teaching in MBBS program was started in this institute from 11 April 2020 which was conducted regularly using ZOOM application. While as, for B.Sc. Nursing and other B.sc Paramedical Courses, it had been started from April, 2021. The targeted population for the study were all nursing and paramedical students of College of Nursing and Paramedical Sciences, Government Medical College (GMC), Anantnag, J&K whose total number was 110. All nursing and paramedical students studying at this college were included in the study using non-probability purposive sampling method.

DATA COLLECTION INSTRUMENT

A self-administered semi-structured questionnaire was developed through extensive review of related literature and after consultation with experts and was used for data collection. The questionnaire was organized into 3 parts:

Part I: consisted of items related to socio-demographic variables.

Part II: consisted of items related toonline class related information.

Part III: consisted of Likert scale for the measurement of perception. It includes forty statements using 2-point Likert scale (1= Agree, 2= Disagree). The total score ranges from 33 to 66. The level of perception was computed by using median score and will be categorized as: score above the median= **Positive perception** and score equal to or below the median score= **Negative perception. (ANNEXURE-II)**

DEVELOPMENT AND TESTING OF TOOL

A pilot study was conducted on 5% of students of B.sc Nursing 1st year students of Islamic University of Science and Technology, Awantipora, Pulwama, J&K, before rolling out the formal study to all the students at the College of Nursing and Paramedical Sciences, GMC Anantnag. This also gave the authors an opportunity to fine tune the questionnaire and gauge students’ initial response and enthusiasm in participating in the study.

QUESTIONNAIRE ADMINISTRATION PROCESS:

The study subjects consisted of group of B.Sc. Nursing students and B.sc Paramedical students at College of Nursing and Paramedical Sciences, GMC, Anantnag, J&K. One linkwas generated; announcement was made through a college notification online WhatsApp group. The contact mode to the respective student class representative was done by phone, e-mail, WhatsApp, or the online Google Classroom. Students were alsostrictly instructed not to share the link with anyone else.Questionnaire administration was done through e-mail and Google

classroom. Each participant could click on the given Google Form link and answered the questions. Before that, they had to answer a questionnaire, they were asked for their consent (**ANNEXURE I**) to answering the questionnaire. Their responses were automatically captured and collated by the form. Participation in the study was not mandatory. No incentives of any form were given to the students to participate in the study, and the participants were given a deadline of four days to complete the questionnaire. Also, the questionnaire only collected the students' responses and not their identity. Consequently, it was not possible to know how an individual student had answered the questions of the questionnaire. No question was mandatory to be answered. Students could answer the questions they wanted. The questionnaire link was disabled after the completion of the deadline.

Prevention of multiple entries from the same individual

Each individual submitted the answers to the questionnaire from his/her e-mail only once. Once his/her responses were submitted, the participants could not edit their answers. Student's were also strictly notified that they could not answer the questionnaire more than once, and the compliance was complete in this regard.

Analysis and Interpretation:

Characteristics	Categories	frequency	Percentage	mean	SD	df	Chi Square
Age in Years	< 20 years	69	63.9	1.361	.4826	1	8.333
	>20 years	39	36.1				
Gender	Male	40	37.04	1.630	.4852	1	7.257
	Female	68	62.96				
Father's education:	Illiterate	17	15.74	2.722	1.1425	3	35.331
	Basic education (up to 8 class)	24	22.22				
	Secondary level (9 -12 class)	53	49.07				
	Bachelor level	14	12.96				
	Masters and above	17	15.74				
Mother's education	Illiterate	65	60.12	1.741	.9410	2	48.389
	Basic education (up to 8 class)	6	5.6				
	Secondary level (9 -12 class)	37	34.3				
	Bachelor level	-	-				
	Masters and above	-	-				
Family Income	Low income	54	50	1.565	.6156	2	35.7229

(per month)	(<12000)						
	Medium income (12000 - 32000)	46	42.3				
	Upper medium income (32000 - 118000)	7	6.9				
	High income (above 118000)	1	0.9				

Table 1 showed that there were 108 nursing and Paramedical students; all completed the online survey (100% response rate). More than half of the study subjects were females (68%) and were in the age group of less than 20 years (63.9%). 49.07 % of study subjects having father’s education of secondarylevel class (9 -12 class). Half of the study subjects (50) were having Low income (<12000).

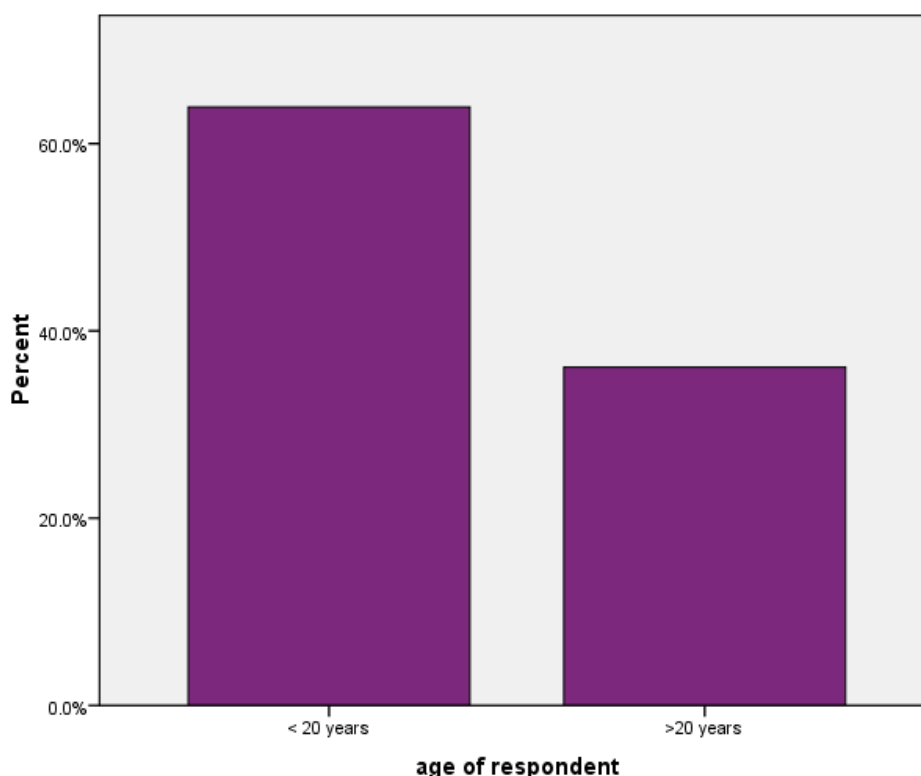


Figure 1: Bar diagram showing percentage distribution of study subjects according to their age

Table 1 and figure 1 revealed that majority of study subjects werehaving age less than 20 years(63.9 %).

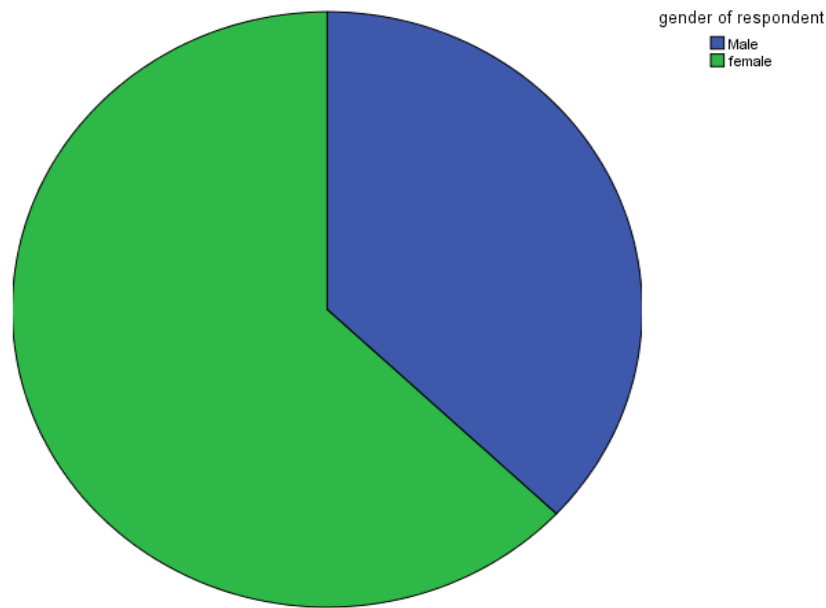


Figure 2: Pie chart showing percentage distribution of study subjects according to their gender

Table 1 and figure 2 revealed that majority of study subjects were Females 68 (62.96%)

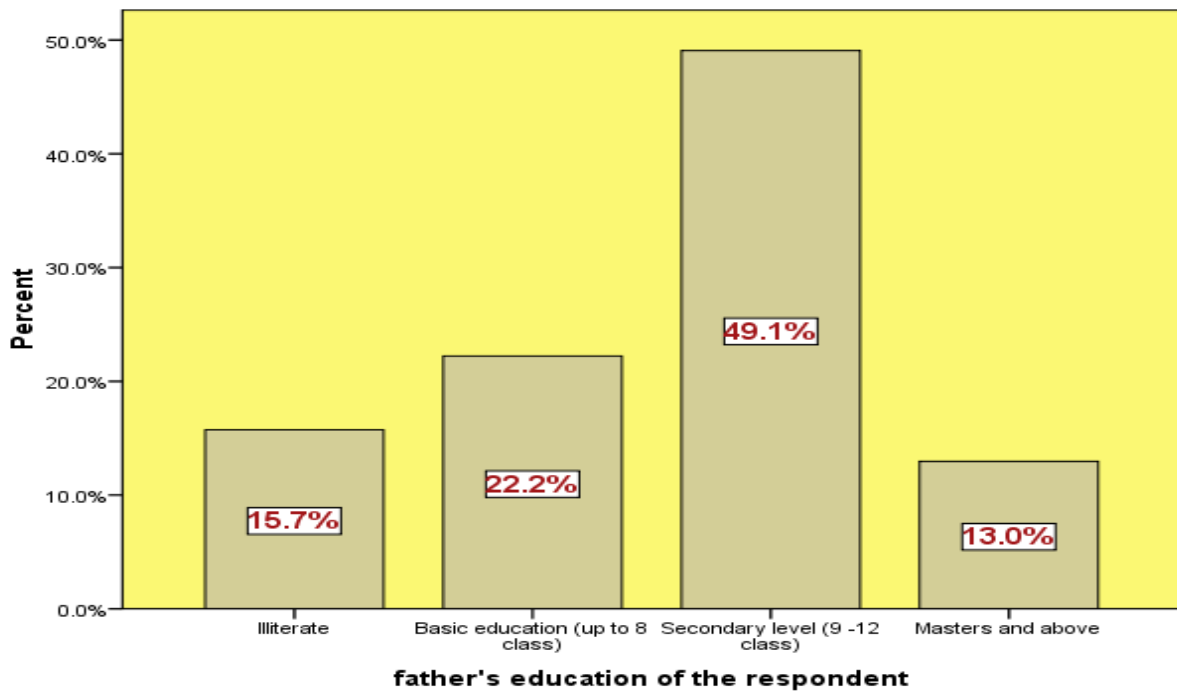


Figure 3: Bar diagram showing percentage distribution of study subjects according to their father's education.

Table 1 and Figure 3 revealed that majority of the study subject were having Father's education at secondary level (9-12th class) i.e., 53 (49.1%)

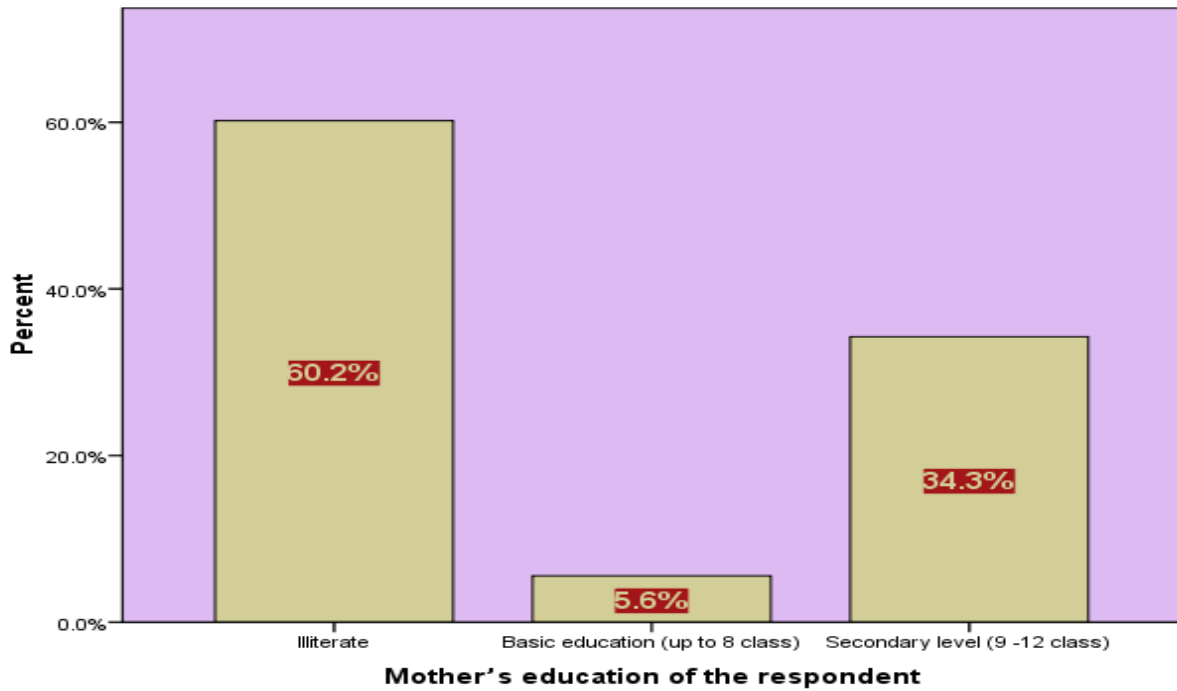


Figure 4: Bar diagram showing frequency distribution of study subjects according to their mother's education.

Table 1 and Figure 4 revealed that majority of study subjects were having mother's education were Illiterate 65(60.2%).

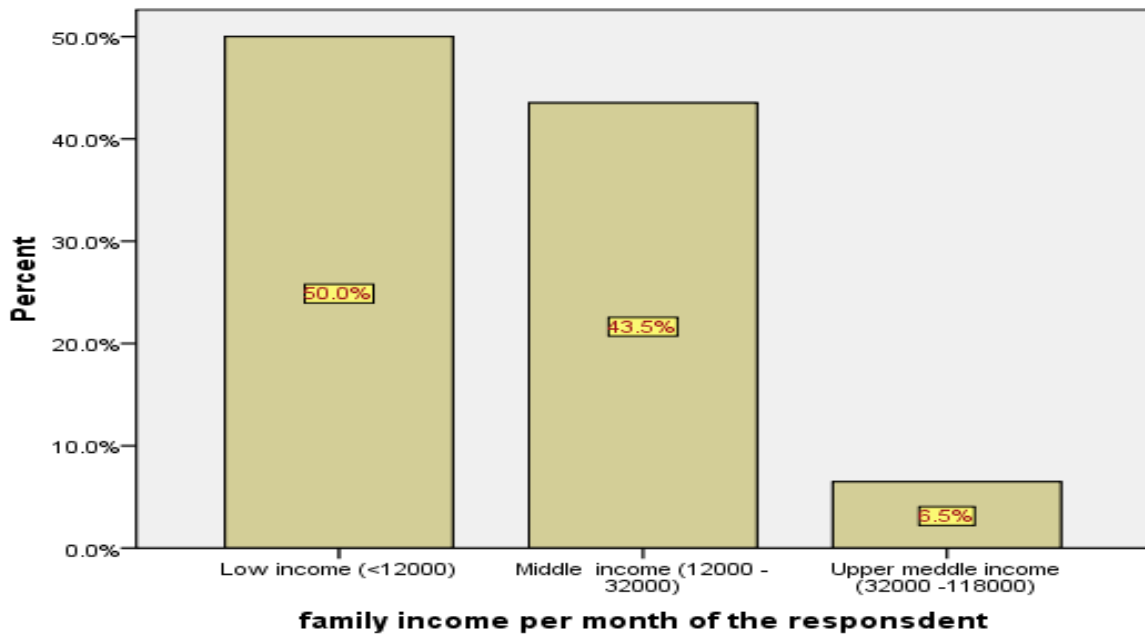


Figure 5: Bar diagram showing frequency distribution of study subjects according to their family income.

Table 1 and Figure 5 revealed that majority of study subjects were having Low family income 54 (50%) followed by middle class family income 46(43.5%).

Table 2: Online class related characteristics(n=108)

Variable	Category	Frequency	Percentage
Ever attended online teaching before COVID 19	Yes	11	10.9
	No	97	89.1
Type of electronic Gadget used for attending online teaching	Mobile	108	100
	Laptop/Computer	-	-
	Mobile/ Laptop /Computer	-	-
Easy and preferred mode of learning is	Traditional Classroom learning	92	85.2
	Online learning	16	14.8
Preferred e learning method is	non- interactive	59	54.6
	interactive	49	45.4
Type of internet connection used while accessing to online classes	WIFI	3	2.8
	Cellular data	105	97.2
	Combination of cellular data and Wi-Fi	-	-
Cellular data is used for attending on-line classes is	2G	4	3.7
	3G	6	5.6
	4G	98	90.7
Should online teaching classes be continued during this pandemic?	Yes	91	84.3
	No	17	15.7
Electronic gadgets used for online classes are difficult to afford	Yes	60	55.6
	No.	48	44.4

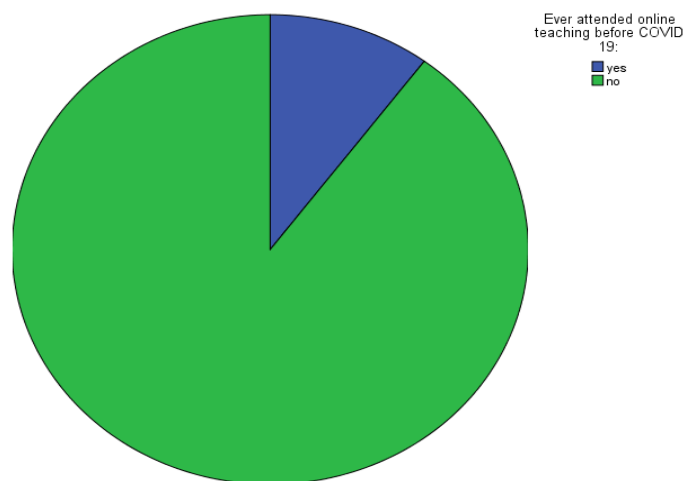


Figure 6: pie chart showing frequency and percentage distribution of study subjects as per the statement of ever attended online class before Covid -19.

Table 2 and figure 6 revealed that majority of study subjects 97(89.1%) had not attended online classes before covid-19.

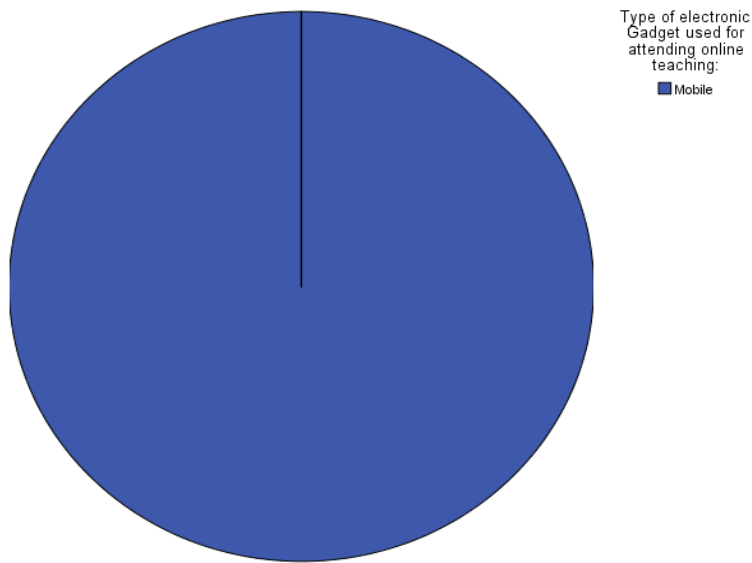


Figure7: Pie chart showing frequency and percentage distribution of study subjects as per statement of type of electronic gadget used for attending online classes.

Table 2 and Figure 7 showed that all the study subjects 100(100%) were using mobile gadget for attending online classes.

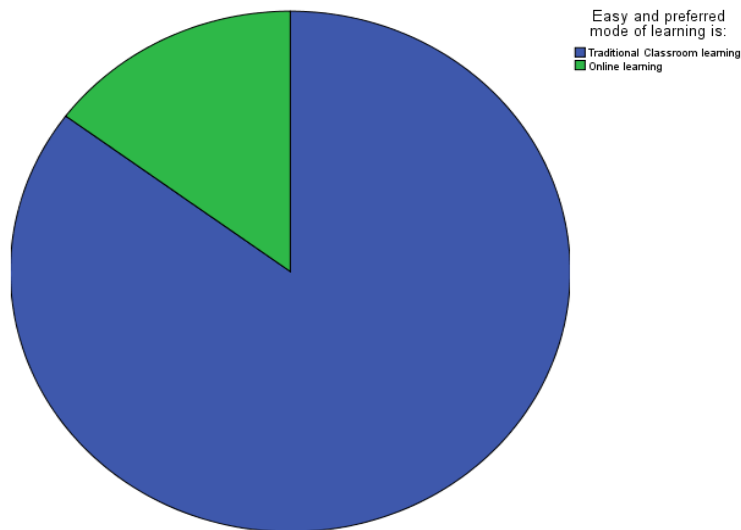


Figure 8: Pie chart showing frequency and percentage distribution of study subject showing responses on statement of easy and preferred mode of learning.

Table 2 and Figure 8 revealed that majority of study subjects 90 (85.2%) considered traditional mode of learning as preferred and easy mode over online learning.

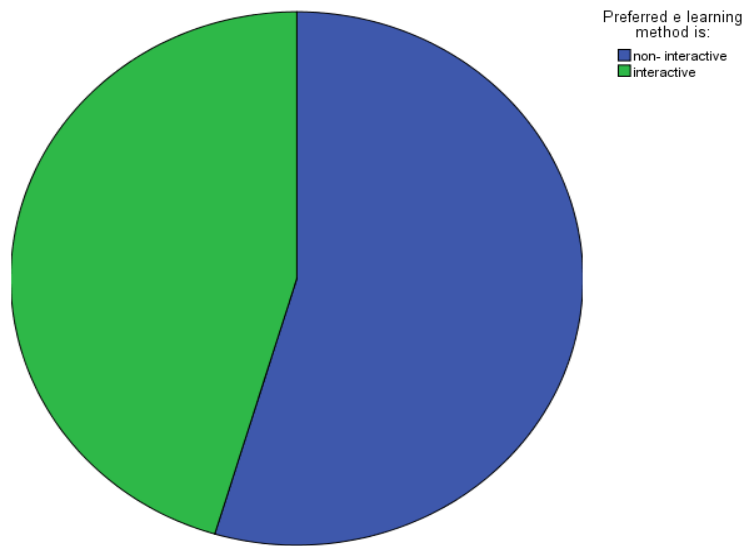


Figure 9: Pie chart showing frequency and percentage distribution of study subject showing responses on statement of preferred E-learning method.

Table 2 and Figure 9 revealed that majority of study subjects 59 (54.6%) preferred non-interactive e-learning mode.

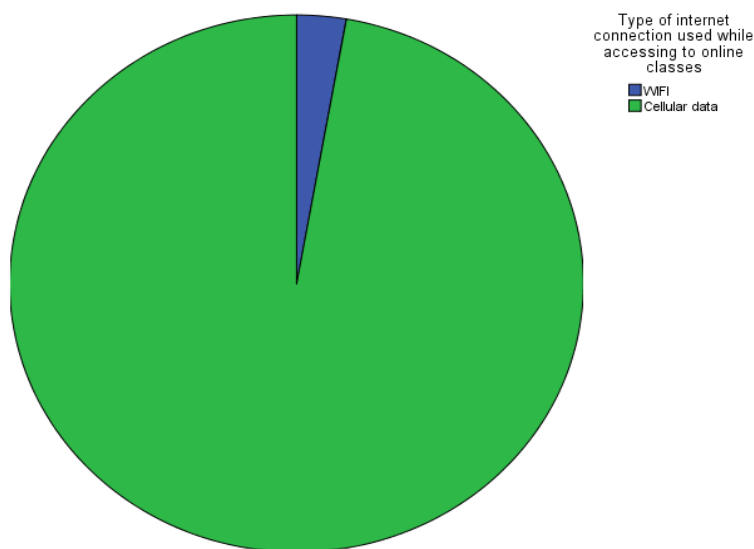


Figure 10: Pie chart showing frequency and percentage distribution of study subject showing responses on statement of type of internet connection used while assessing online classes

Table 2 and figure 10 showed that nearly all the study subjects 105(97.2%) used cellular data while assessing for online classes.

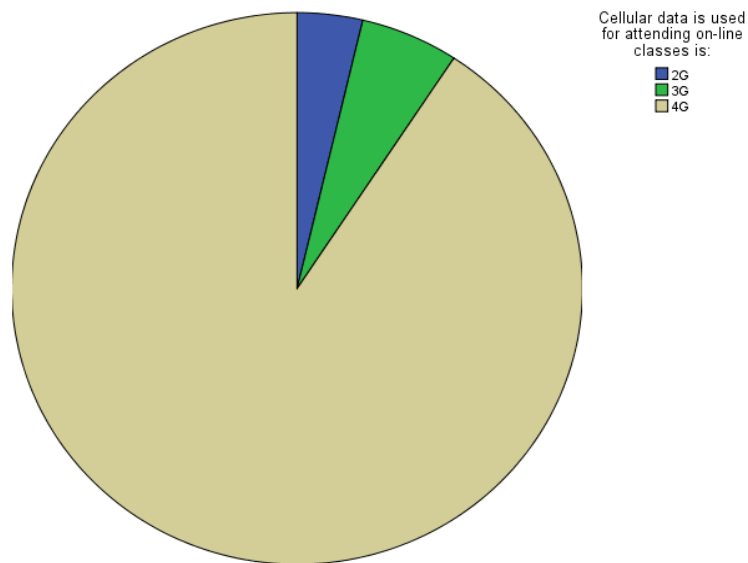


Figure 11: Pie chart showing frequency and percentage distribution of study subject showing responses on statement of cellular data used for attending on-line classes.

Table 2 and figure 11 depicted that majority of study subjects 98(90.7%) used 4G cellular data for attending on-line classes.

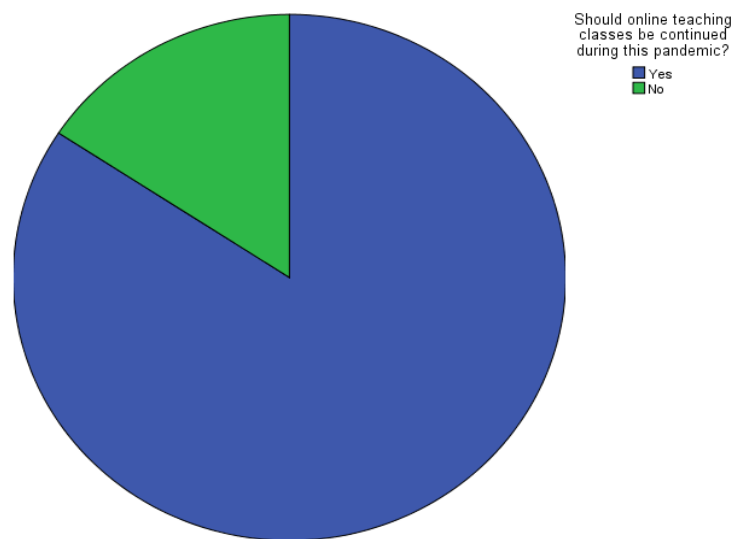
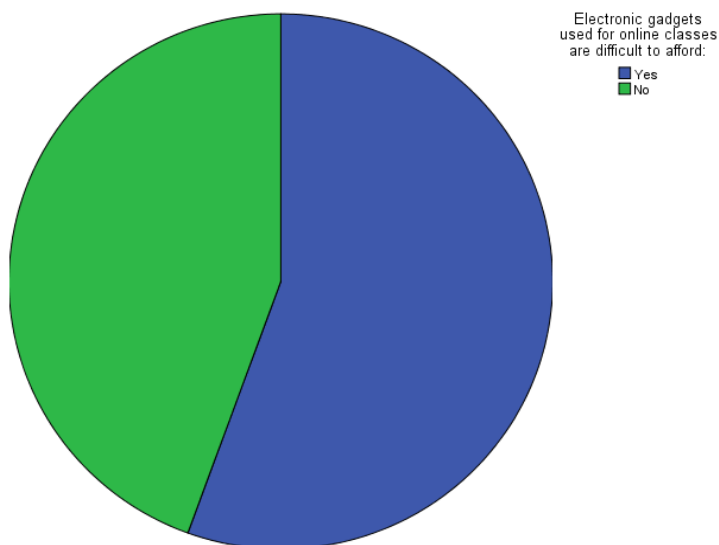


Figure 12: Pie chart showing frequency and percentage distribution of study subject showing responses on statement "should online classes continued during this pandemic?"

Table 2 and figure 12 revealed that that majority of study subjects 91(84.3%) agreed that online classes should continue during this pandemic.



13: Pie chart showing frequency and percentage distribution of study subject showing responses on statement of electronic gadgets used for on-line classes are difficult to afford.

Table 2 and figure 13 revealed that more than half of the study subjects 60(55.6%) agreed that it is difficult to afford electronic gadgets for online classes.

Table 3: Perception of students towards online classes (n = 108)

Statements	Agree N (%)	Disagree N (%)
Online learning system is easy to access.	60 (55.6%)	48(44.4%)
It is easy to manage study time effectively.	48(44.4%)	60(55.6%)
No specific preparation is needed while receiving online Learning.	18(16.66%)	90(83.33%)
Learning is the same in class and at home on the Internet.	95(87.96%)	13(12.04%)
Online discussion among teacher and student is less effective than traditional class room.	10(9.3%)	98(90.7%)
Learning on the internet at home is more motivating than a regular course.	60(55.5%)	48(44.5%)
Learner'spopulation does not affect learning in online classes.	107 (99.1%)	1 (0.9%)
Maintenance of discipline is very important during online studies.	89 (82.4%)	19 (17.6%)
Online teaching -learning process improves IT skills in using electronic gadget.	98 (90.7%)	10(9.3%)
Face-to-face contact with teacher is hindered in Online teaching.	10 (9.3%)	98 (90.7%)
Online learning is better than traditional learning.	86 (79.6%)	22 (20.4%)
Sometimes the student only attends the class for attendance purpose.	80 (74.1%)	28 (25.9%)
Students can enter the class but not attentively listening to the lectures.	108 (100%)	-
Lack of Practical skillsas there is no practical classes in on-line mode.	101 (93.5%)	7 (6.5%)
There is only lecture or discussion of topic in online mode of teaching.	92 (85.9%)	16 (14.8%)
There is lack of concentration as the learners away from direct contact of teacher.	97 (89.8%)	11 (10.2%)

Ownership (self-control) of laptop/android or other Phones can deviate the learner from active learning.	77 (71.3%)	31 (28.7%)
Lack of feedback from the instructor.	91 (84.3%)	17 (15.7%)
On line classes decrease the interest of students as it creates monotony in lectures.	81(75%)	27(25%)
Poor response among the students at the end of class.	71 (65.7%)	37 (43.3%)
Doubts are not clear as the time is limited.	98 (90.7%)	10 (9.3%)
Lack of face to face interaction during the lectures.	94 (87.04%)	14 (12.96%)
Recorded online class can be useful for future.	83 (76.9%)	25 (23.5%)
Satisfied with government decision during lockdown.	104 (96.3%)	4 (3.7%)
Online classes are dependent on internet connection.	108 (100%)	-
Online classes are only useful if the internet connection is continued in Kashmir.	93 (86.1%)	15 (13.9%)
There is missing of classes over days to students residing in areas where internet service is snatched because of encounter problems.	93 (86.1%)	15 (13.9%)
Online Assessment is preferred mode of examination over traditional examinations.	60 (55.5%)	48 (44.5%)
To conduct theory examination is very difficult for teacher as well for student through online mode.	95 (87.96%)	13 (12.04%)
Students take online examination easy.	70 (64.8%)	38 (35.2%)
Lack of traditional exams hinders academics.	108 (100%)	-
On line exam is difficult to evaluate for an Assessor.	92(85.9%)	16 (14.8%)
Online assessment may yield good results for the students having examination phobia.	84 (77.8%)	24 (22.2%)

DISCUSSION

The present study assessed the perception of nursing and paramedical students towards online classes during the period of COVID-19 pandemic. The study found that more than half of the students (54.1%) had negative perception towards online classes. This finding is supported by a study conducted among Pakistani medical students which showed 77.4% students had negative perception about e-learning [15]. In this study, majority of the students 92 (85.2%) agreed that the Traditional Classroom learning is easy and preferred mode of learning. This data is supported by a study conducted among Saudi pharmacy students showed that 72% preferred traditional in-class lectures over the online interactive lectures [18]. About 95 (87.96%) of the respondents agreed that the learning is the same in class and at home on the Internet. About 98 (90.7%) disagreed that the face-to-face contact with teacher is hindered in Online teaching. Almost all of the respondents 101 (93.5%) agreed that there is lack of Practical skills as there is no practical classes in on-line mode. About 80 (74.1%) of the respondents agreed that sometimes the student only attends the class for attendance purpose. About 93 (86.1%) of the respondents agreed that the online classes are only useful if the internet connection is continued in Kashmir and about 93 (86.1%) of the respondents agreed that there is missing of classes over days to students residing in areas where internet service is snatched because of encounter problems. Majority 97 (89.8%) of the respondents agreed that there is lack of concentration as the learners are away from direct contact of teacher and about 94 (87.04%) of the respondents agreed that there is a lack of face to face interaction during the lectures.

This study also revealed that all of the respondents (100%) used mobile gadget for their e-learning. None of the respondents used laptop/computer for their online class. A study among Pakistani medical students showed that 76% of them used mobile gadgets for their e-learning [15]. Mobile has been a most popular device among students for e-learning as compared to laptops and tablets [19]. This study highlights that nearly all of the respondents (97.2%) were using cellular data and around 2.8% of the respondents were using Wi-Fi for attending the class.

Approximately, more than half 60 (55.6%) of the participants agreed that Online learning system is easy to access. However, 90 (83.33%) disagreed to no specific preparation is needed to attend online classes and more than half of the respondents 60 (55.6%) disagreed that it is easy to manage study time effectively. A study conducted among

students of Indonesia also showed that 42.4% of students disagreed to no specific preparation is needed for long distance learning [16].

Our study has limitations. First, it is a cross sectional quantitative study. Second, perception was based on self-report tool. Third, the study was performed only among nursing and paramedical students of selected college of Kashmir which may limit the generalizability of the findings.

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(ANNEXURE-I)

Consent Form

The general nature of the study entitled as PERCEPTION TOWARDS ONLINE TEACHING DURING COVID-19 PANDEMIC AMONG STUDENTS OF COLLEGE OF NURSING AND PARAMEDICAL SCIENCES, GMC, ANANTNAG, J&K. has been explained to me by the Investigators. I understand that I will be asked to respond to the questions and it will take almost 1 hour and 10 minutes. My responses will be kept confidential and anonymity will be preserved.

My participation in the study is not mandatory. Therefore, I can leave the study participation if not found appropriate. No incentives of any form will be given to me to participate in the study. Also, the questionnaire only collects my responses and not their identity. My signature below signifies my voluntary participation in this study.

Date:

Name:

Signature:

(ANNEXURE-II)

Questionnaire

Part I: Socio-Demographic variables of students(n = 108).

Socio-Demographic Variables	
S.No.	Characteristics
1.	Age in years < 20 years >20 years
2.	Gender: Male Female
3.	Father's education: Illiterate Basic education (up to 8 class) Secondary level (9 -12 class) Bachelor level Masters and above
4.	Mother's education: Illiterate Basic education (up to 8 class) Secondary level (9 -12 class) Bachelor level Masters and above
5.	Family Income (per month): Low income (<12000) Medium income (12000 - 32000) Upper medium income (32000 -118000) High income (above 118000)

Part II: Online class related characteristics(n = 108).

S.No.	Variables
1.	Ever attended online teaching before COVID 19: Yes No
2.	Type of electronic Gadget used for attending online teaching: Mobile Laptop/Computer Mobile/ Laptop /Computer
3.	Easy and preferred mode of learning is: Traditional Classroom learning Online learning
4.	Preferred e learning method is: non- interactive interactive
5.	Type of internet connection used while accessing to online classes WIFI Cellular data Combination of cellular data and Wi-Fi
6.	Cellular data is used for attending on-line classes is: 2G 3G 4G
7.	Should online teaching classes be continued during this pandemic? Yes No
8.	Electronic gadgets used for online classes are difficult to afford: Yes No.

Part III: Perception of students towards online classes (n = 108)

S.NO.	Statements	Agree	Disagree
1.	Online learning system is easy to access.		
2.	It is easy to manage study time effectively.		
3.	No specific preparation is needed while receiving online Learning.		
4.	Learning is the same in class and at home on the Internet.		
5.	Online discussion among teacher and student is less effective than traditional class room.		
6.	Learning on the internet at home is more motivating than a regular course.		
7.	Learner's population does not affect learning in online classes.		
8.	Maintenance of discipline is very important during online studies.		
9.	Online teaching -learning process improves IT skills in using electronic gadget.		
10.	Face-to-face contact with teacher is hindered in Online teaching.		

11.	Online learning is better than traditional learning.		
12.	Sometimes the student only attends the class for attendance purpose.		
13.	Students can enter the class but not attentively listening to the lectures.		
14.	Lack of Practical skills as there is no practical classes in on-line mode.		
15.	There is only lecture or discussion of topic in online mode of teaching.		
16.	There is lack of concentration as the learners away from direct contact of teacher.		
17.	Ownership (self-control) of laptop/android or other Phones can deviate the learner from active learning.		
18.	Lack of feedback from the instructor.		
19.	On line classes decrease the interest of students as it creates monotony in lectures.		
20.	Poor response among the students at the end of class.		
21.	Doubts are not clear as the time is limited.		
22.	Lack of face to face interaction during the lectures.		
23.	Recorded online class can be useful for future.		
24.	Satisfied with government decision during lockdown.		
25.	Online classes are dependent on internet connection.		
26.	Online classes are only useful if the internet connection is continued in Kashmir.		
27.	There is missing of classes over days to students residing in areas where internet service is snatched because of encounter problems.		
28.	Online Assessment is preferred mode of examination over traditional examinations.		
29.	To conduct theory examination is very difficult for teacher as well for student through online mode.		
30.	Students take online examination easy.		
31.	Students take online examination easy. Lack of traditional exams hinders academics.		
32.	On line exam is difficult to evaluate for an Assessor.		
33.	Online assessment may yield good results for the students having examination phobia.		