



COMPARISON OF ONLINE AND OFFLINE ATTENDANCE IN 2ND YEAR M.B.B.S PHARMACOLOGY STUDENTS-RETROSPECTIVE STUDY

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ABSTRACT **INTRODUCTION:** As we all know, we are facing a COVID-19 pandemic since march 2020, it has impacted a lot of changes in our life and day to day activities including Education Entertainment Business and Travel. All educational institutions have been closed as well as educational activities including clinical medical education have been suspended since march. The aim of the medical education is to produce a competent doctor with adequate knowledge, skills and information. since the course duration of UG and PG students are fixed, the suspension of theory classes and clinical rotation has hampered their education and teaching method. so to continue the education, there has been a surge in the number of online classes, webinars. perhaps we don't know when this pandemic will get end. so, the world is rapidly adapting to a new normal protocol in education that is online education. during this pandemic, online education has become a key component of continuity of education. A transition form from traditional offline classes. Moreover, switching over to online instructions during an emergency, acts as a reset button to the ailing traditional education system. and this is intended to preliminarily explore the potential factors across these two teaching methods, that might cause difference in effectiveness. Traditionally foundation of medical education is a combination of didactic instruction in the classroom and integrated hands-on learning in the clinical setting, which is seen in offline education. But in online it seems to be web-based distance education with no face-to-face Interaction, where technology is used to support the learning process, that is interacting with digitally derived content and service.

KEYWORDS : Effectiveness, online learning, offline learning, Student's attendance and COVID-19

AIM:

Aim of this study is to compare the attendance percentage of 2nd yr MBBS students in pharmacology in both online and offline and their effectiveness.

STUDY DESIGN:

This is a Retrospective observational study, conducted among 2nd yr MBBS students by comparing their attendance in both online and offline classes for the duration of six months. 3 months online and offline in our college from December 1st to february 28th for offline class, august 1st to October 30 for online classes. total number of classes taken during online was 38 and that of offline is 29 classes. Theory classes were taken into consideration. source of data was attendance register maintained by the department. Total no of students included in the study was 148. Their attendance percentage was evaluated during both online and offline.

RESULTS:

The result which we got is, among 148 students the percentage of attendance is higher for online classes than that of offline. In those 88 students' range between 90 to 100 percent, 38 students between 80 to 90 percent, 9 students between 70 to 80 percent, 9 students between 60 to 70 percent, 2 students between 50 to 60 for online class. but in offline there is only 20 students who ranged between 90 to 100 percent, maximum number of attendance percentage seen among 62 students who ranges between 80 to 90 percent, 8 students' range between 50 to 60 percent.

A graph depicting their attendance percentage is summarized in the table.

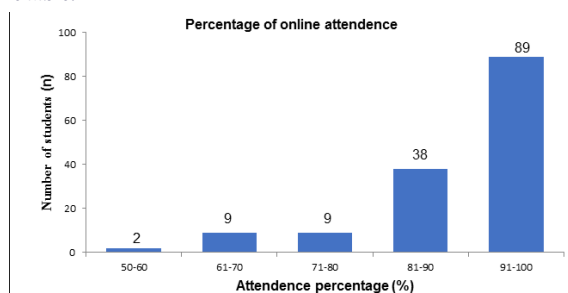


Figure 1: Online attendance percentage of 2nd year MBBS students

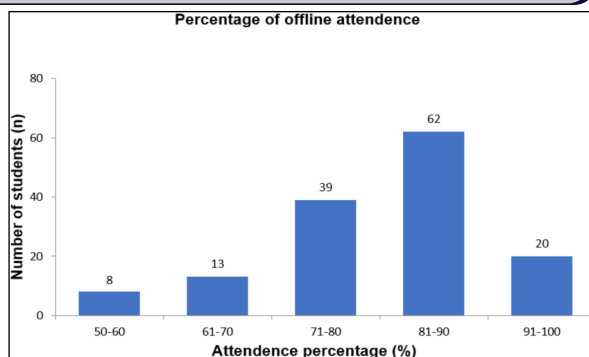


Figure 2: Offline attendance percentage of 2nd year MBBS students

CONCLUSION

The effective and proper use of online education can help improve teaching effect significantly, but it is impossible to replace the traditional classroom. In the future, with the addition of online teaching, Blended teaching could adopt a new mode of the combination of online and offline teaching as well as the integration of inside and outside the classroom.

DISCUSSION

For practicing medical education, high attendance, good understanding and grasps over the subject are one of the main criteria. For evaluating the effectiveness of online and offline classes, we made a comparison of attendance percentage between offline and online in 2nd year pharmacology student. since we are not able to assess them with adequate internal assessment through online, we took their attendance as main criteria for this study.

It is known that medical courses emphasized mainly on basic knowledge and skills. Higher attendance percentage for online does not imply that it is effective teaching method for ug students. the reason why we selected UG students was, they are having common core curriculum and examinations are stipulated by the university teaching committee. And also, in online class teaching and learning are separable, but in offline both takes place at same time. Their learning process is also affected by individual traits such as attitude, level of involvement. online teaching has been suddenly making a thrust upon the medical education which become difficult for both students and faculty to cope up with dazzling number of choices. but both has their

own advantage and disadvantage, In case of offline a Teacher could pay more attention to students, they can be assessed on spot, student would focus more on studies without any gadget interaction. There will be more interaction between students and teachers. Disadvantage such as wastage of time, resources students could be less comfortable, they would not learn about advanced technologies. Likewise online classes save time and resource, students can be more comfortable, they can learn current technological scenario of learning. Disadvantage of online classes are teacher unable to pay equal attention to students, they can focus less in the topic, less interaction, technophobia, poor internet connection. it is difficult for both teacher and students for getting adapted to this new way in the middle of the pandemic. because of these issues we still can't speculate which method is effective. for this we have to conduct more studies considering other factors, by assessing them with adequate internal assessment, getting reviews from both students and teacher's side.

Some tips for teachers for efficient Online Education:

- Making short sessions/periods of classes. Preferably 40-45 minutes.
- Minimum 15 minutes break between every class.
- The last class of the week can be held as doubt clearing sessions.
- Assigning tasks and deadlines according to other classes, so the students do not have submission deadlines with the same dates for more than one subject.

Some tips for students attending Online Education:

- Stay away from the screen during break times.
- Eat healthy, Have enough sleep.
- Discuss any doubts with teachers at the soonest possible.
- Note down doubts for doubt clearing sessions.
- Inform teachers beforehand or immediately of any technical glitch.

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