



Unplanned Corona-virus lockdown: impact on upcoming future Doctors

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I. INTRODUCTION

On 22nd march 2020, government of India announced lockdown for 21 days, to prevent the spread of the novel coronavirus, lockdown further extended and has reached a point, where everyday COVID cases are sky-rocketing and country is opening. All the sectors including industries, agriculture, commerce, stock exchange has bad impact, but most of them all the education and worst of them all is practical and skill-based education like medical education. To fight the novel coronavirus, the hospitals were the battle ground and the doctors became the front line COVID warriors. Most of the medical colleges became the testing centre forcing government to shut down academic activities, forcing students in a big dilemma. Now approximately more than a semester worth of time is lost in online classes causing limitation to skill development and even to concept clearance due to various technical and non-technical difficulties. Many batches had to extend their academic year due to cancellation of the exams which may cost them the extension of their degree period and the final year students deprived of patient interaction leading to limited practical knowledge. Now college and universities want to open the academic section causing students to expose to avoidable risk. In this paper, "Unplanned coronavirus lockdown" impact on upcoming future doctors, we have highlighted the main problems

faced by the medical students due to online classes and a collective view on their opinion about reopening of the colleges and solutions to the problems of skill development and learning.

II. METHODOLOGY

This research is based on the responses collected by various medical students across the country by the help of google forms. For maintaining standardization students email and college's state were collected. Informed consent was taken to display their responses and was completely anonymous.

There were total of 35 questions and most of the questions in the questionnaire were designed in Yes/No format, however to known student prospective some questions were subjective. Data was collected from 9-Aug-2020 to 22-Oct-2020. Data was then organised in excel file and interpretation was made.

III. RESULT AND INTERPRITATION

During our study a total of 480 students has taken the survey, most of them being from Government college (90%). Majority of responses were from students enrolled in colleges of Chhattisgarh, Punjab, Telangana, Jharkhand and Bihar. Students from Maharashtra, Kerala, Delhi, Jammu & Kashmir were also reported.

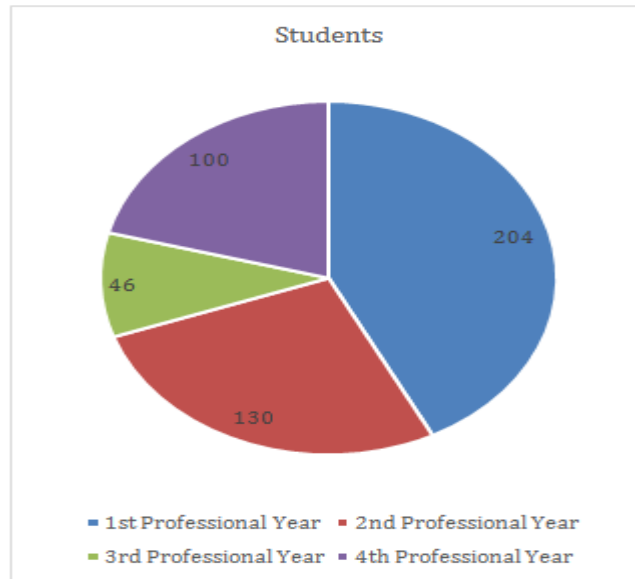


Figure 1: Year of Medical College

Table 1: Overall responses

Question	Total no. of responses	No. of responses "Yes" (%)	No. of responses "No" (%)
College providing online classes	478	444 (92.5)	34 (7.5)
Presence of adequate electronic device	449	373(83)	76(17)
Network issue leading to absence in class	448	331 (74)	117 (26)
Is online adequate alternative to physical	446	388(87)	58(13)
Online classes clear concepts?	449	59(13.1)	390(86.9)
Adequate for practical skills	447	10(2)	437(98)
Adverse mental health effects	448	304(68)	144(32)
Classes on schedule	445	142(31.9)	303(68.1)
Does your teacher provide information about class before adequate time?	446	141(31.6)	305(68.4)
Other resource for study	234	157(67)	77(33)
Are the other resources enough	242	48(19.8)	194(80.2)
Is not having online classes discouraging	242	133(55)	109(45)
Academic year to be declared as zero year?	480	229(47.7)	251(52.3)
Upcoming career in danger?	467	105(22.5)	362 (77.5)
New skill in lockdown	480	279 (58.1)	201 (41.9)
Should medical colleges reopen	480	246 (51.2)	234 (48.8)
Not having clinical posting is affecting you adversely?	480	421 (87.7)	59 (12.3)
More screen time is unhealthy because of online classes?	459	302 (65.8)	157 (34.2)
Possible to give theory exam on the basis of online classes	465	106 (35.7)	299 (64.3)



In about 90% of colleges online class were provided to the student with majority of private colleges being not able to provide online classes. Most of the student (83%) were having adequate electronic devices for attending those classes, but majority of them (74%) were occasionally didn't attended due to network issue. Students generally found that (86%) they are not able to clear their concept from such means of study and weren't confident that they can appear in their respective theory exams if this continues further. They also found it deficient for acquiring particle skills by such.

Classes were not on decided schedule and they did not even get notice for class before adequate time so that they can attend them. About

67% of students also used other resources during this lockdown time to clear their concepts. About 47% of student think that the current academic year should be extended so that they can get clinical-practical knowledge which they have been lacking during this time. About 22% of student thinks that their upcoming career is in danger and about 65% thinks that such increase in screen time may be not good for their mental health.

Out of 480 respondents, only 36 who were not having classes majorly depended on other online resources for study, 27 out of 36 i.e. 75%, which infers students need guidance for their studies and if not provided by college, they have to rely on other sources.

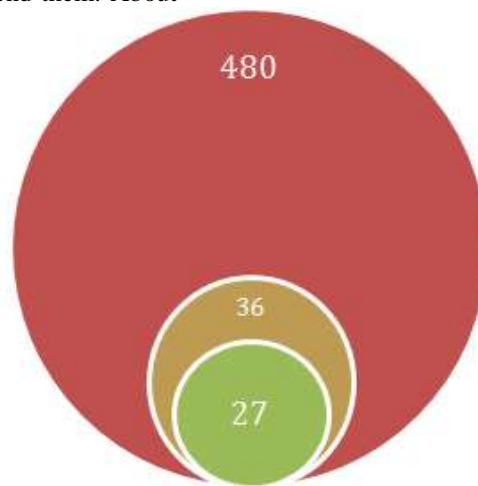


Figure 2- dependence of students with no online classes on other online resources for study

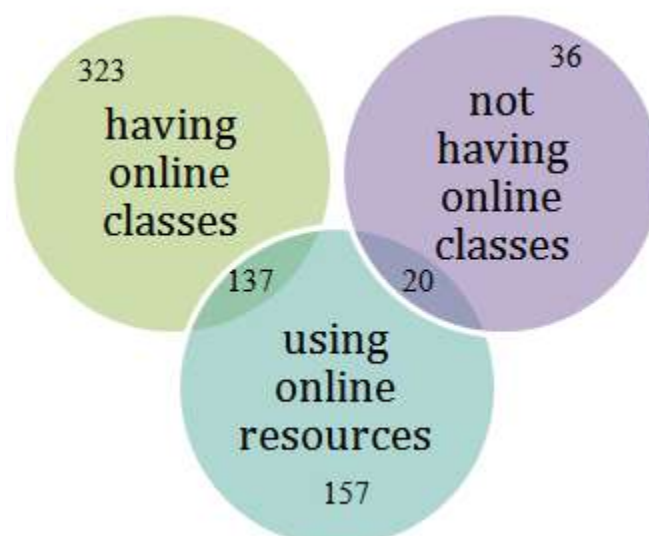


Figure 3- relationship between online classes and other online medium of study.



Out of total 157 respondents who were dependent on other online resources, 20 were not having online classes and 137 were having classes, the difference in number is merely because of high number of people who have online classes. On the other hand only 137 out of 323 people who have online classes depend on other resources, i.e. only 42.4% which is significantly less than people not having online classes.

IV. CONCLUSION

Thus, it may be concluded from above data that though students do not feel online medium as a replacement for classroom teaching and feel there is insufficient concept clearing, for which some of them resort to other online resources, but on the other hand they depend on some guidance by means of online teaching, which is better than nothing. And for the students who were not provided any classes, most of them chose to rely on other medium for their education.

So, according to data provided above collected through feedback from various medical students, it can be concluded that it was a good decision to provide medical education through online medium for students, but it should not be considered equal to classroom teaching, and there should be adequate measure from institutions to ensure that loss incurred in the form of loss of knowledge and skills should be compensated by various means of extra clinical hours, less focus on theory subjects which are not concept rich and doesn't need explanation, more than often tests to know where the students are lacking and designing further education plan based on the shortcomings of the students.