



## IMPACT OF COVID-19 ON ANATOMY EDUCATION: MBBS 1ST YEAR STUDENT'S REVIEW

### Anatomy

<b>Neeru Ghalawat*</b>	Assistant Professor, Department of Anatomy, Pandit Bhagwat Dayal Sharma PGIMS, Rohtak, Haryana, India. *Corresponding Author
<b>Vipin Kumar Garsa</b>	Professor, Department of Anatomy, Pandit Bhagwat Dayal Sharma PGIMS, Rohtak, Haryana, India.
<b>Vivek Singh Malik</b>	Professor, Department of Anatomy, Pandit Bhagwat Dayal Sharma PGIMS, Rohtak, Haryana, India.
<b>Suresh Kanta Rathee</b>	Senior Professor & HOD, Department of Anatomy, Pandit Bhagwat Dayal Sharma PGIMS, Rohtak, Haryana, India.

### ABSTRACT

**Background:** After the outbreak of COVID-19 a worldwide, lockdown was imposed in which all non essential services were shut down to which medical college was no exception. Digital switchover was the only option throughout the world which was achieved without delay. Present study aimed to know the views of a medical student about their online classes, through their feedback. **Material method:** Present study was conducted in the department of Anatomy Pt. Bhagwat Dayal Sharma Post Graduate Institute of Medical Sciences Rohtak. The proposed study was carried out with 100 students of MBBS 1st prof. when college re-opened after the lockdown. For the study structured questionnaire was prepared and they were instructed to respond to questionnaire as yes or no. They were also instructed to write down their view on the same questionnaire. **Result:** In present study 100% students admitted that they would have got better understanding of the remaining topics in the subject, if they would have had offline classes instead of online classes. **Conclusion:** Present study reflected the importance of self directed learning in a student's life and also showed that no new technologies can substitute the traditional way of teaching.

### KEYWORDS

#### INTRODUCTION

Since December 2019 pneumonia of unknown etiology was confirmed in patients in Wuhan city. An academicians of the Chinese Academy of Engineering announced that a new type of corona virus, tentatively named by WHO as 2019-ncovid had caused this outbreak<sup>1</sup>. On January 30 2020, WHO emergency committee declared this to be global emergency based on the growing cases worldwide<sup>2</sup>.

In order to mitigate the unprecedented spread of the virus a nationwide lockdown was imposed from march 25, 2020 in multiple phases, in which all the non essential services were shut down to which colleges and schools were no exception<sup>3</sup>.

The significant concern was to contain the spread of covid-19. Medical education was no exception to that. Covid-19 pandemic imposed unexpected disruption to anatomy teaching, students lost their access not only to cadavers but also to various teaching methods of anatomy due to lockdown and digital switchover was the only option throughout the world which was achieved with least delay<sup>4,5</sup>. This transformation was not easy for students as well as faculty. Faculty was trying hard to learn new technology and deliver their best lectures<sup>6</sup>.

#### MATERIALS AND METHOD

Present study was conducted in the department of Anatomy Pt. Bhagwat Dayal Sharma Post Graduate Institute of Medical Sciences Rohtak. The proposed study was carried out with 100 students of MBBS 1st prof. who were willing to participate in the study, when college re-opened after the lockdown. For the study structured questionnaire was prepared and they were instructed to respond to questionnaire as yes or no. They were also instructed to write down their view on the same questionnaire. There was complete anonymity of the students. Than their feedback was taken.

#### RESULTS

In present study a structured questionnaire was prepared and the feedback of the 100 MBBS 1st prof willing to participate in the was taken. Following was their response:

Sno.	Question	Response ( 100 MBBS students)	
		Yes	No
Q1.	Were you able to handle the modern technology for online classes?	100%	0%

Q2.	What did you use to attend your online classes a. Smartphone b. laptop	96% 04%	04% 96%
Q3.	Did you face any internet issue in online classes?	84%	16%
Q4.	Did you understand the topic completely in online classes?	03%	97%
Q5.	Learning in the practical classes via online teaching for the remaining syllabus was easy.	05%	95%
Q6.	Was understanding histology for remaining syllabus without seeing the slides under microscope difficult.	31%	69%
Q7.	Learning embryology via seeing the models virtually gave you good understanding.	49%	51%
Q8.	Which mode would have been better for online classes. a. Videos b. Power point	48% 52%	52% 48%
Q9.	Did you feel distracted at home?	83%	17%
Q10.	Did you find difficulty in time management at your home?	71%	29%
Q11.	Did you miss your college?	68%	32%
Q12.	Were the virtual classes helpful?	98%	02%
Q13.	Do you think you would have got better understanding of the remaining syllabus if you had offline classes as compared to online classes?	100%	0%

#### DISCUSSION

Due to pandemic spread and lockdown in entire country, students had to move back to their homes and were dependent on digital learning completely<sup>7</sup>. Cadaver dissection is an invaluable experience for the fine motor skills<sup>8</sup>. They lost their access to not only cadavers but to various other teaching modalities<sup>9</sup>.

In present study questionnaire was given to students and their feedback was taken, in which they responded differently and gave their views. They had no problem in attending or handling modern technology class as expected that they belong to millennial generation, as

compared to Anjali et al. where their 26% students had issues with modern technology classes.

96% students were using smart phone to attend their classes, only 4% were using laptops. Sometimes those using laptops also used smart phones for the classes. None of them felt any need of laptop for the class. They felt smart phones to be very handy and could move to anywhere and whenever got the link for the class they could easily attend it, which was again different as compared to Anjali et al. But they do had internet issues for the online classes. About 84% students faced this problem, only 16% had no such issues.

Even though our faculty worked hard in learning the new technology and delivering the lecture yet 97% students said that they could not get the good understanding of the topic as they use to in offline classes, only 3% has different opinion.

In practical classes for the remaining syllabus they had trouble in getting the complete 3-d view. About 95% students found it difficult to get better orientation as they use to get earlier. They had been to dissection hall earlier, so they had comparison in their mind and found it difficult to understand the specimens as compared to offline classes. But for embryology class they had a mixed response, 49% said yes that they got enough understanding of subject whereas 51% said no.

For histology class again we got a mixed response about 60% students said it was really difficult to understand histology slides without seeing under microscope, according to them picture shown in the slides are the standard pictures or they are taken from the proper field and as a student when they themselves see the slide under microscope they explore all the fields, they learn to focus specific field. They use to ask so many queries, so definitely they faced problem with the histology part whereas 30% had different view, according to them what is to be seen is already shown to them which gave them appropriate approach.

For the mode of online classes they again had mixed views about 48% found videos as the best mode since they could pause them and see number of times at whatever time they felt like, whereas 52% said that power point presentation were good as even though online classes cannot replace offline classes but at this platform they could interact with their teachers and could ask their queries.

They really felt distracted at home, 83% said there were so many distractions at home, recent Netflix series were huge distraction for them and again social media was taking their focus away from studies, only 17% had no such issues. When it came to time management about 71% students had difficulty in time management. As they had to participate with family in household things, they had to help at home accordingly. So they had difficulty in managing their schedule for studies exception for the online classes for which they were never disturbed but other 29% had no such issues.

When it came to missing the college, 68% responded as yes other 32 % said that they missed hostel life more than the college.

98% students admitted that these online classes were helpful in their studies. Even though they couldn't understand to that level as they use to in offline classes but yes these online classes were guiding them through their syllabus as "a torch in the darkness". They themselves had to put the efforts for their learning. They had to read more to get better understanding of the subject.

Though self directed learning is already the part of medical curriculum introduced by National medical council (NMC) but this pandemic really showed students, the importance of self directed learning.

So present study based on the students feedback reflected that no matter how hi-tech we may become or may introduce new technologies for teaching but it can never ever replace the traditional way of face to face teaching.

## CONCLUSION

Present study reflected the importance of self directed learning in a student's life and also showed that no new technologies can substitute the traditional way of teaching.

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