

# Online Teaching-Learning – Perception among Medical Faculties in a Medical College in Tripura, North-East India

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## Introduction

Most of the students and faculties have adapted to relatively new model of online teaching-learning, specially since COVID-19 pandemic. However, many teachers experienced some sort of difficulty in transition to online teaching, whereas many faculties in fact started developing interest in this online mode and blended techniques. [1, 2] With this background, this present study was conducted to explore the perception of medical faculty toward online teaching-learning.

**Objectives:** Perceptions and preferences of medical faculties regarding online teaching-learning techniques.

## Methodology

This present study was conducted among medical faculties of Tripura Medical College, Agartala.

- **Study design** – A cross sectional study.
- **Study setting** – Tripura Medical College, Agartala.
- **Study duration** – 5 months.
- **Study participants** – Medical faculties from different departments.
- **Sample size** – 72
- **Sampling design** – Convenience sampling.
- **Selection criteria**– All medical teachers currently engaged in teaching students in academic year.
- **Study tool** – A pre-tested questionnaire [1-3].
- **Data collection and Analysis:** Following Ethical approval, the questionnaire was administered to the medical faculties after taking informed consent. The collected data was entered in SPSS 16.0, represented in tables, diagrams and  $p < 0.05$  was considered as statistically significant.

## Results

Majority participants (55.6%) were from Clinical departments and Assistant Professor (34.7%). Majority faculties (62.5%) had previous exposure to online mode. Most of them (90.3%) preferred interactive sessions online teaching-learning; and 37.5% preferred blended teaching-learning.

Figure No – 1: Distribution of study participants according to their Preferences (Device and platform) towards online teaching-learning: (n=72)

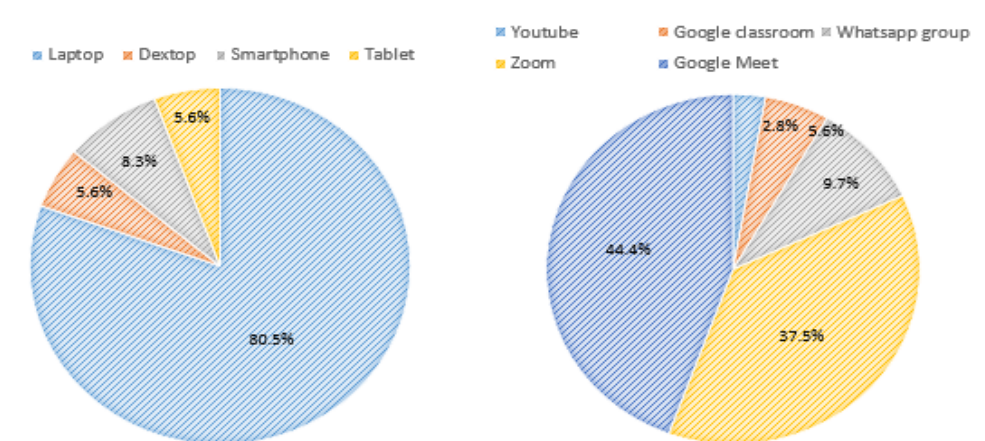


Table No – 1: Distribution of study participants according to the association between their attitude towards online teaching-learning and their baseline characteristics: (n=72)

Baseline characteristics		Poor Attitude	Good Attitude	p value, significance
Department	Pre-Clinical	1 (1.4)	14 (19.4)	<b>11.460, 0.003</b>
	Para-Clinical	4 (5.6)	13 (18.1)	
	Clinical	21 (29.2)	19 (26.4)	
Prior Exposure to Online Teaching-Learning	Yes	15 (20.8)	30 (41.7)	0.401, 0.526
	No	11 (15.3)	16 (22.2)	
Prior Orientation to Computer Skills	Yes	17 (23.6)	39 (54.2)	3.616, 0.057
	No	9 (12.5)	7 (9.7)	
<b>Total</b>		<b>26 (36.1)</b>	<b>46 (63.9)</b>	

## Conclusion

Majority faculties were positive towards online teaching-learning. Online learning process not only breaks monotony of traditional lectures but also having the flexibility of time, duration and recording a class.

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## References

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