

Appendix

Web-Based Questionnaire: Students' responses to various components of online teaching (n= 257)

Quality (clarity and ease of online classes)

1: Very Poor, 2: Poor, 3: Fair, 4: Good, 5: Excellent

1: Very Poor, 2: Poor, 3: Fair, 4: Good, 5: Ex	1	2	3	4	5				
Ease of using Google Meet app	11(4.3)	31(12.1)	91(35.4)	89(34.6)	35(13.6)				
Network connectivity	39(15.2)	65(25.3)	104(40.5)	38(14.8)	11(4.3)				
Voice clarity	13(5.1)	65(25.3)	124(48.2)	43(16.7)	12(4.7)				
PPT Visibility	13(5.1)	37(14.4)	113(44)	78(30.4)	16(6.2)				
Cursor/ Pointer visibility	31(12.1)	64(24.9)	99(38.5)	50(19.5)	13(5.1)				
Diagram clarity	28(10.9)	80(31.1)	96(37.4)	42(16.3)	11(4.3)				
Interaction with Faculty	33(12.8)	66(25.7)	96(37.4)	49(19.1)	13(5.1)				
Clarity of content	32(12.5)	53(20.6)	124(48.2)	39(15.2)	9(3.5)				
Quality (mode of instruction)	~ /	~ /	~ /	~ /					
1: Very Poor, 2: Poor, 3: Fair, 4: Good, 5: Excellent									
Sharing of power point through mail	26(10.1)	51(19.8)	99(38.5)	58(22.6)	23(8.9)				
Video lecture / recorded lecture	22(8.6)	45(17.5)	82(31.9)	66(25.7)	42(16.3)				
Live streaming Extempore lecture	27(10.5)	53(20.6)	103(40.1)	57(22.2)	17(6.6)				
Live streaming lecture with board and	22(8.6)	41(16)	68(26.5)	73(28.4)	53(20.6)				
chalk	~ /	~ /	``	× ,	~ /				
Live streaming lecture using PPT	35(13.6)	42(16.3)	94(36.6)	62(24.1)	24(9.3)				
Live streaming with PPT followed by	21(8.2)	35(13.6)	79(30.7)	75(29.2)	47(18.3)				
PPTs sharing									
Agreement									
1: Strong Disagree, 2: Disagree, 3: Neutral,	4: Agree, 5:	Strong Ag	ee						
Online teaching-learning is time saving	70(27.2)	86(33.5)	58(22.6)	30(11.7)	13(5.1)				
Online teaching reduces the economic	36(14)	76(29.6)	81(31.5)	47(18.3)	17(6.6)				
cost of medical education									
You are more attentive in online lectures	116(45.1)	93(36.2)	31(12.1)	11(4.3)	6(2.3)				
than in classroom lectures									
Online lectures provided a greater	102(39.7)	97(37.7)	29(11.3)	21(8.2)	8(3.1)				
scope for connection with teachers than									
classroom lectures	102/40 1)	100(20 7)	25(12()	9/2 1)	0(2 5)				
Online teaching is more motivating than classroom teaching.	103(40.1)	102(39.7)	35(13.6)	8(3.1)	9(3.5)				
You are more disciplined during online	99(38.5)	94(36.6)	50(19.5)	7(2,7)	7(2 7)				
lectures than classroom lectures	99(30.3)	94(30.0)	50(19.5)	7(2.7)	7(2.7)				
Online teaching increases the pressure	33(12.8)	28(10.9)	62(24.1)	70(27.2)	64(24.9)				
on students for self-learning	00(12.0)	20(10.7)	02(24.1)	70(27.2)	04(24.7)				
Teachers are more like a facilitator in	30(11.7)	59(23)	99(38.5)	52(20.2)	17(6.6)				
Online teaching than in classroom	00(110)	(_0)	<i>(colo)</i>	0_(_0,_)	17 (010)				
teaching									
Online teaching has negatively affected	21(8.2)	12(4.7)	37(14.4)	61(23.7)	126(49)				
clinical/bedside skills				. ,					
Online teaching has negatively affected	16(6.2)	17(6.6)	51(19.8)	92(35.8)	81(31.5)				
the integrated approach of teaching									
Online teaching develops creative	72(28)	98(38.1)	66(25.7)	15(5.8)	6(2.3)				
thinking among students									
Online teaching develops inter-personal	64(24.9)	98(38.1)	66(25.7)	23(8.9)	6(2.3)				
skills among students									

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Only few students persistently respond/	19(7.4)	20(7.8)	54(21)	90(35)	74(28.8)
engage in online lectures	22(9.6)	01/10 1)		05(22.1)	4 4 (1 17 1)
Lag period required to unmute the	22(8.6)	31(12.1)	75(29.2)	85(33.1)	44(17.1)
speaker makes interaction with teachers					
difficult					
Merely sharing PPT or study material can	42(16.3)	70(27.2)	66(25.7)	51(19.8)	28(10.9)
serve as an alternative to online lectures					
Online teaching will make it difficult to	37(14.4)	51(19.8)	71(27.6)	54(21)	44(17.1)
complete the curriculum in stipulated					
time					
Online teaching should replace the	119(46.3)	57(22.2)	31(12.1)	21(8.2)	29(11.3)
traditional classroom teaching					
Online teaching can be used as a	54(21)	50(19.5)	59(23)	69(26.8)	25(9.7)
supplementary tool to classroom					
teaching					
Online Classes should be continued even	123(47.9)	57(22.2)	38(14.8)	23(8.9)	16(6.2)
after Covid-19 pandemic is over?	~ /	~ /	× ,	x ,	× /
Frequency (content delivery in online set	ssions)				
1: Never, 2: Rarely, 3: Sometimes, 4: Often,					
Are you well informed about the covered	~	39(15.2)	71(27.6)	88(34.2)	42(16.3)
topic?	1) (0)0)	0)(10)	/ 1(=/10)		1_(10.0)
Do you read the topic before the online	75(29.2)	70(27.2)	90(35)	16(6.2)	6(2.3)
lecture?	10(2).2)	10(21.2)	50(00)	10(0.2)	0(2.0)
Are you able to make notes during online	82(22 2)	81(31.5)	60(23.3)	24(9.3)	9(3.5)
classes?	03(32.3)	81(31.3)	00(23.3)	24(9.3)	9(3.3)
	46(17.9)	54(21)	110(42.8)	32(12.5)	15(5.8)
Do you skip online lecture in-between?	· · ·	· · ·	/	. ,	15(5.8)
How often have you asked questions	75(29.2)	91(35.4)	66(25.7)	19(7.4)	6(2.3)
during online classes?					
Are your doubts cleared regarding the	31(12.1)	51(19.8)	83(32.3)	61(23.7)	31(12.1)
topics covered during the lecture?					
Are your doubts cleared regarding the	30(11.7)	46(17.9)	80(31.1)	66(25.7)	35(13.6)
topics covered any time after the session?					
Are assignments submitted on time	37(14.4)	27(10.5)	65(25.3)	59(23)	69(26.8)
whenever requested?					
Does online teaching disturb your family	54(21)	48(18.7)	71(27.6)	44(17.1)	40(15.6)
members?					