

**A COMPARATIVE STUDY OF ONLINE EDUCATION AND OFFLINE
EDUCATION AMONG STUDENTS IN ERNAKULAM**

Dissertation submitted to

MAHATMA GANDHI UNIVERSITY, KOTTAYAM

In partial fulfilment of requirement for the

Degree of Bachelor of Commerce (Travel & Tourism)

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BONAFIDE CERTIFICATE

This is to certify that dissertation entitled “**A Comparative Study Of Online Education And Offline Education Among Students In Ernakulam**” is a record of original work done by **Ms. Anna Minnette Babu (200021065310) Mr. Suhail P Sakkir (200021065338) Mr. Aswin Kumar (200021065312)**, in partial fulfilment of the requirement for the degree of **BACHELOR OF COMMERECE** under my guidance. It is further certifying that dissertation or any part thereof has not been submitted elsewhere for any other degree.

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DECLARATION

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Mr. Aswin Kumar (200021065312) of Bharata Mata College, Thrikkakara hereby declare that dissertation entitled “**A Comparative Study Of Online Education And Offline Education Among Students In Ernakulam**” submitted in partial fulfilment of the requirements for the award of the degree of Bachelor’s Degree in Commerce is our original work. We further declare that the said work as not previously been submitted to any other University or Academic body.

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CHAPTER - 1
INTRODUCTION

CHAPTER – 1

INTRODUCTION

1.1 INTRODUCTION

Education is very important in our life. It helps us to live good life. It helps in the growth of nations in many aspects. It empowers human beings and get them ready to face life challenges bravely. Education develops one's personality and attitude. It also helps in making a individual independent. Moreover, it enhances the self – confidence of a human.

Education is the most significant weapon in eliminating unemployment and poverty. Education also helps in the development of a country. It is a doorway to achieve your goal. It offers a person job opportunities. If you are educated you need depend on other person. You can live independent. Due to covid-19 crisis, all institutions were closed. Here, we will discuss about comparison between online and offline classes.

Online education is learning through internet. In lockdown many of them started learning online. Google meet, Microsoft team, zoom are various application use for online classes. Offline education is learning in front of teachers physically. Online education and offline education have both advantages as well as disadvantages.

Online education and offline education have been two popular modes of learning for students for quite some time. In recent years, with the advancement of technology, online education has become more prevalent and has gained immense popularity. This has led to a comparative study of online education and offline education among students.

The comparative study aims to analyze the effectiveness of online and offline education and compare their benefits and drawbacks. The study will analyze various aspects such as student engagement, convenience, flexibility, cost-effectiveness, and the quality of education provided by both modes.

The study will also examine how the COVID-19 pandemic has affected the education system and how it has accelerated the adoption of online education. The study aims to provide insights into the benefits and limitations of online education and how it compares to traditional offline education.

The comparative study of online and offline education among students is important as it can provide a better understanding of the two modes of education and help education providers to make informed decisions about the type of education they offer. It can also help students to make informed decisions about the mode of education that suits them best.

A comparative study of online education and offline education among students is an investigation into the effectiveness of online learning versus traditional in-person learning. With the increasing popularity of online education, many students and educators are curious about the potential benefits and drawbacks of virtual learning environments.

This study typically involves collecting data from students who have experienced both online and offline education and analyzing the results to determine which method is more effective in terms of student learning outcomes, engagement, and satisfaction. Researchers may also explore factors such as access to technology, the quality of online learning materials, and the level of interaction and support available to online learners.

The findings of this study can provide valuable insights for educators and policymakers looking to improve educational systems and adapt to new technologies. By understanding the strengths and weaknesses of each approach, educators can design more effective learning experiences that meet the needs of a diverse student population.

1.2 SCOPE OF THE STUDY

The scope of the study is to compare which learning method is good for students. By this survey we can understand the interest of students in Ernakulam. Good education gives more opportunities.

A comparative study of online education and offline education among students is an important research topic that has gained significant attention in recent years. With the rapid growth of online education, it is essential to understand how it compares with traditional offline education in terms of student engagement, learning flexibility, access to resources, student-teacher interactions, and learning outcomes

The scope of such a study can be broad, depending on the research question and objectives. However, some key areas that the study could cover include the following:

Firstly, the study could examine student engagement in both online and offline education. This could include factors such as participation rates, completion rates, and motivation

levels. It is essential to determine whether students are more or less engaged in online education than in traditional classroom-based learning.

Secondly, the study could compare the level of learning flexibility offered by online and offline education. This could include factors such as the ability to learn at one's own pace, the availability of resources, and the flexibility of scheduling. It is crucial to understand how online and offline education differ in terms of flexibility, as this can impact student learning outcomes.

Thirdly, the study could explore the access to resources for students in both online and offline education. This could include access to textbooks, learning materials, and technology. It is important to determine whether online education provides students with adequate resources to support their learning.

Fourthly, the study could compare the quality and frequency of student-teacher interactions in online and offline education. This could include the ability to ask questions, receive feedback, and engage in discussions. It is essential to determine whether online education provides students with the same level of support and feedback as traditional classroom-based learning.

Finally, the study could compare the learning outcomes of students in online and offline education. This could include academic performance, retention rates, and overall student satisfaction. It is crucial to determine whether online education is as effective as traditional classroom-based learning in terms of improving student learning outcomes.

In conclusion, a comparative study of online education and offline education among students can provide valuable insights into the strengths and weaknesses of each mode of education. By comparing the effectiveness of online and offline education, policymakers and educators can make informed decisions on how to provide quality education to students in a rapidly changing world.

1.3 RELEVANCE OF THE TOPIC

To study the merits and demerits of online classes and offline classes. This helps to know which method is more helpful to improve the quality of learning process. A comparative study of online education and offline education among students is highly relevant in today's context, as the COVID-19 pandemic has forced educational institutions worldwide

to shift from traditional classroom-based teaching to online teaching. The study can help to identify the strengths and weaknesses of both online and offline education, and how they compare in terms of their effectiveness in delivering education.

The study can also help to understand the challenges that students face while studying online, such as the lack of interaction with teachers and peers, the need for self-discipline and motivation, and the need for a reliable internet connection and appropriate technology. On the other hand, the study can also highlight the benefits of online education, such as the flexibility and convenience it offers, the ability to learn at one's own pace, and the accessibility of resources from anywhere in the world.

Moreover, the study can provide insights into the factors that influence students' preferences for online or offline education, such as their learning style, socioeconomic status, and geographical location. This information can be valuable for educational institutions and policymakers in designing and implementing effective and inclusive educational programs that meet the diverse needs of students.

Overall, a comparative study of online education and offline education among students is highly relevant as it can provide valuable insights into the future of education and how it can be optimized to meet the needs of students in an ever-changing world.

1.4 OBJECTIVES OF THE STUDY

- To compare the effectiveness of online and offline education in terms of student learning outcomes, academic achievement, and retention rates.
- To identify the advantages and disadvantages of online and offline education for students, teachers, and educational institutions, such as cost-effectiveness, flexibility, accessibility, and interactivity.
- To explore the factors that influence students' preferences for online or offline education, such as age, gender, learning style, socio-economic status, and geographical location.
- To investigate the challenges that students face while studying online, such as the lack of social interaction, technological barriers, and the need for self-regulated learning.
- To examine the pedagogical approaches and instructional design strategies that are effective in online and offline education, such as active learning, multimedia, and formative assessment.

- To provide recommendations for educational institutions and policymakers on how to design and implement effective and inclusive educational programs that meet the diverse needs of students in a rapidly changing educational landscape.

1.5 METHODOLOGY

A comparative study of online education and offline education among students could use a variety of methodologies to compare the effectiveness of both modes of education. The methodology would depend on several factors such as the research questions, sample size, data collection methods, and analysis techniques. Researchers could use random sampling to select a representative sample of students from different educational backgrounds, age groups, and geographical locations. They could use surveys, interviews, focus groups, and observation to collect quantitative and qualitative data from the participants. Researchers could also identify and compare different variables such as academic achievement, student satisfaction, learning outcomes, and engagement levels in both online and offline education. The data collected could be analyzed using statistical methods such as descriptive statistics, t-tests, ANOVA, and regression analysis, and qualitative data could be analyzed using thematic analysis, content analysis, or discourse analysis.

Ethical guidelines should be followed for data collection, storage, and analysis, including obtaining informed consent from the participants, protecting their privacy and confidentiality, and ensuring the integrity of the data. The study should acknowledge any limitations of the methodology used, such as sample size, bias, or the generalizability of the findings. Overall, a well-designed methodology can provide meaningful insights into the research questions and help to improve the quality and accessibility of education for all learners

1.6 LIMITATIONS

- The sample size chosen for the study was only 67 students.
- Data from teachers were less because they are engaged in work.
- We could not cover all the colleges in ernakulam.
- Conducting a comparative study of online education and offline education among students could be time-consuming and require significant resources such as funding, technology, and expertise.

- It may be challenging to control for extraneous variables that could affect the results, such as the quality of teaching, the level of student engagement, and the availability of resources.

CHAPTER 2
REVIEW OF LITERATURE

CHAPTER 2

REVIEW OF LITERATURE

2.1 Previous studies on online and offline education

Previous studies have found that online education can be just as effective as traditional, face-to-face instruction. In a study conducted by the U.S. Department of Education, students who took all or part of their coursework online performed better, on average, than those taking the same course through traditional face-to-face instruction. Additionally, online education can be more cost-effective than traditional instruction, as it eliminates the need for physical classrooms and other infrastructure.

However, there are some drawbacks to online education. For example, students may not have access to the same level of support and guidance as they would in a traditional classroom setting. Additionally, online courses may require more self-discipline and motivation from students, as they are not in a physical performed better, on average, than those taking o the same course through traditional face-to-face instruction. Additionally, online education can be more cost-effective than traditional instruction, as it eliminates the need for physical classrooms and other infrastructure.

There have been several previous studies conducted in Kerala, India, on the comparative study of online education and offline education among students, examining various aspects of their effectiveness and impact on students' academic achievement, engagement, and satisfaction. Some examples of these studies are:

1. A study by the Indian Institute of Technology Madras found that online education can be as effective as offline education in terms of academic achievement and student satisfaction, but there may be differences in the effectiveness of different modes of online education.
2. A study by the Cochin University of Science and Technology found that students who took a blended approach that combined online and offline education reported higher levels of satisfaction and engagement with the course than those who took either mode of education alone.

3. A study by the Mahatma Gandhi University found that students who took online courses had lower levels of interaction with their peers and instructors than those who took offline courses, but there was no significant difference in their academic performance.
4. A study by the Kerala State Higher Education Council found that online education can help to improve access to education and bridge the digital divide, particularly for students in rural or remote areas.

Overall, previous studies conducted in Kerala have provided valuable insights into the effectiveness of online and offline education, but there is still a need for further research to better understand the nuances of these modes of education and their impact on students' learning outcomes and experiences in the local context.

2.2 Given below are the studies of different individuals.

1. Dr. Roberta Furger, University of California, Berkeley (2020): “Online education has the potential to revolutionize the way we learn, providing students with greater access to educational opportunities and allowing them to learn at their own pace.”
2. Dr. David Wiley, Brigham Young University (2019): “Online education has the potential to provide students with a more personalized learning experience, allowing them to learn in a way that best suits their individual needs.”
3. Dr. Richard DeMillo, Georgia Institute of Technology (2018): “Online education has the potential to provide students with a more flexible learning environment, allowing them to learn at their own pace and in their own time.”
4. Dr. Maryellen Weimer, Penn State University (2017): “Online education has the potential to provide students with a more engaging learning experience, allowing them to interact with their peers and instructors in a more meaningful way.”
5. Dr. Barbara Oakley, Oakland University (2016): “Online education has the potential to provide students with a more comprehensive learning experience, allowing them to explore a variety of topics and gain a deeper understanding of the material.”
6. Professor John Hattie (2020): “Offline education is an important part of the learning process, as it allows students to interact with their peers and teachers in a more personal way. It also allows for more in-depth exploration of topics, as well as the opportunity to practice skills in a real-world setting.”

7. Professor David Wiley (2019): “Offline education is a valuable tool for teaching and learning, as it allows students to engage in meaningful dialogue with their peers and teachers. It also provides an opportunity to practice skills in a real-world setting, which can be invaluable for developing a deeper understanding of the material.”

8. Professor Robert Slavin (2018): “Offline education is an important part of the learning process, as it allows students to interact with their peers and teachers in a more personal way. It also allows for more in-depth exploration of topics, as well as the opportunity to practice skills in a real-world setting.”

9. Professor Carol Dweck (2017): “Offline education is an important part of the learning process, as it allows students to interact with their peers and teachers in a more personal way. It also allows for more in-depth exploration of topics, as well as the opportunity to practice skills in a real-world setting.”

10. Professor Howard Gardner (2016): “Offline education is an important part of the learning process, as it allows students to interact with their peers and teachers in a more personal way. It also allows for more in-depth exploration of topics, as well as the opportunity to practice skills in a real-world setting.”

CHAPTER 3
THEORETICAL FRAMEWORK

CHAPTER 3

THEORETICAL FRAMEWORK

The theoretical part of a comparative study of online education and offline education among students can draw from various theoretical perspectives and models, depending on the research questions and objectives. Here are some possible theoretical frameworks that can inform the theory part of such a study:

Technology Acceptance Model (TAM): TAM is a widely used theoretical model in the field of information systems that explains how users adopt and use technology. In the context of online and offline education, TAM can be used to explore how students perceive the usefulness and ease of use of online and offline education, and how these perceptions influence their adoption and usage of the different modes of education.

Social Learning Theory (SLT): SLT posits that learning is a social process that involves observation, modeling, and reinforcement. In the context of online and offline education, SLT can be used to explore how students learn and interact with their peers and instructors in different modes of education, and how these interactions influence their learning outcomes.

Community of Inquiry (CoI) Framework: CoI is a theoretical framework that describes how a community of learners can engage in a collaborative and inquiry-based approach to learning. In the context of online and offline education, CoI can be used to explore how students' engagement and interaction with their peers and instructors can facilitate or hinder their learning outcomes, and how the different modes of education affect the development of a community of learners.

Self-Determination Theory (SDT): SDT is a motivational theory that posits that individuals have three basic psychological needs: autonomy, competence, and relatedness. In the context of online and offline education, SDT can be used to explore how students' motivation, engagement, and satisfaction with different modes of education are influenced by their perceived autonomy, competence, and relatedness.

Overall, the theory part of a comparative study of online education and offline education among students should be informed by relevant theoretical perspectives and models that can help to explain the research questions and objectives. The theoretical framework can guide the selection of research instruments, data analysis techniques, and interpretation of results.

Online education and offline education are two different methods of learning. Online education is a form of learning that takes place over the internet, while offline education is a form of learning that takes place in a physical classroom. Both methods of learning have their advantages and disadvantages, and it is important to understand the differences between them in order to make an informed decision about which type of education is best for a particular student.

Online education has become increasingly popular in recent years due to its convenience and flexibility. Students can access course materials and lectures from anywhere in the world, and they can study at their own pace. Online education also allows students to interact with their peers and instructors in a virtual environment, which can be beneficial for those who are unable to attend traditional classes. However, online education can also be isolating, as students may not have the same level of interaction with their peers and instructors as they would in a physical classroom.

Students attend classes in a physical classroom, and they are able to interact with their peers and instructors in person. This type of education can be beneficial for those who prefer a more structured learning environment, as well as those who need more direct guidance from their instructors. However, offline education can be more expensive and time-consuming than online education, as students must travel to and from the classroom and may have to adjust their schedules to accommodate class times.

The decision of whether to pursue online or offline education is a personal one, and it should be based on the individual needs and preferences of the student. Online education can be a great option for those who need more flexibility and convenience, while offline education can be beneficial for those who prefer a more structured learning environment. Ultimately, it is important to consider the pros and cons of both methods of learning in order to make an informed decision about which type of education is best for a particular student.

CHAPTER - 4
ANALYSIS AND INTERPRETATION

CHAPTER - 4

ANALYSIS AND INTERPRETATION

The analysis and interpretation of a comparative study of online education and offline education among students involves examining the data collected through various research instruments and drawing meaningful conclusions that address the research questions and objectives. In this section, we will provide an introduction to the analysis and interpretation process of such a study.

The analysis and interpretation process typically involves several steps, including data cleaning, descriptive analysis, inferential analysis, and synthesis of findings. Data cleaning involves removing any errors or inconsistencies in the data that may affect the validity and reliability of the analysis. Descriptive analysis involves summarizing and presenting the data using various statistical measures such as mean, median, mode, standard deviation, and frequency distributions. This analysis can help to describe the characteristics of the sample and the variables of interest, such as the students' demographics, academic performance, and attitudes towards online and offline education.

Inferential analysis involves using statistical tests to examine the relationships between variables and to test hypotheses. For example, the study may use t-tests or ANOVA to compare the mean scores of students' academic performance or satisfaction with online and offline education. The study may also use regression analysis to examine the predictors of students' academic performance or attitudes towards online and offline education. These analyses can help to answer the research questions and test the hypotheses.

Finally, the synthesis of findings involves interpreting the results of the analyses and drawing conclusions that address the research questions and objectives. This process involves making sense of the data in light of the theoretical framework and previous research, identifying patterns and trends in the data, and discussing the implications of the findings for theory and practice. The synthesis of findings should provide a coherent and comprehensive answer to the research questions and objectives and should be supported by the data and analysis.

Overall, the analysis and interpretation of a comparative study of online education and offline education among students is a crucial process that helps to make sense of the data collected and to draw meaningful conclusions that can inform theory and practice.

Online education and offline education both have their advantages and disadvantages. Online education is becoming increasingly popular due to its convenience and flexibility. It allows students to access course materials and lectures from anywhere in the world, and it can be tailored to fit individual learning styles. However, online education can be isolating and lacks the social interaction of traditional classrooms. Offline education, on the other hand, is more traditional and provides students with the opportunity to interact with their peers and instructors in person. It also allows for more hands-on learning experiences, which can be beneficial for certain subjects.

However, offline education can be more expensive and time-consuming, as students must physically attend classes. Ultimately, the choice between online and offline education depends on the individual student's needs and preferences.

4.1 Descriptive analysis

A structured questionnaire was used to collect opinions from 59 students and 8 teachers on the impact of online learning. To collect this data, I prepared questionnaires in google form and shared it to different government and private colleges in Ernakulam. I followed up with the questionnaires , and met with students from various colleges. I received 67 responses. The questions were framed according to the Likert 3-point scale, and some were based on demographic information such as the name, age, and gender of the respondents.

Table-4.1: Demographic Profile

	frequency	Percentage
Student or Teacher		
a. Student	59	88.1
b. Teacher	8	11.9
Age		
a. 15-25	59	88.05
b. 25- 35	2	2.98
c. 35-45	5	7.46
d. 45-55	1	1.49
Gender		
a. Male	36	53.7
b. Female	31	46.3

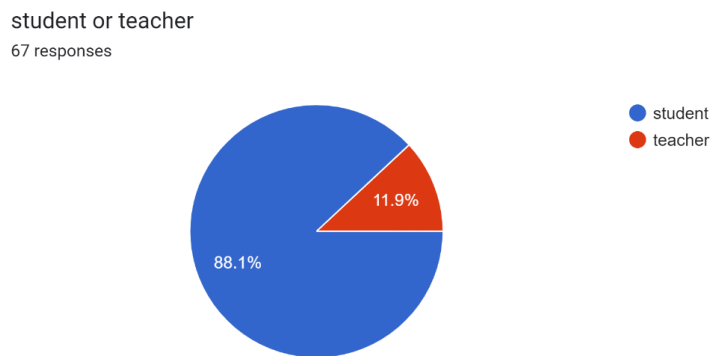
INTERPRETATION

The above table shows the demographic profile that out of 67 samples 53.7% was male and 46.3% were female. This indicated the majority of the respondents 88.1% of them were within age group of 15 - 25 years. 2.98% were in the age groups of 25-35 years. 7.46% respondents were 35–45 years. 1.49% were in the age of 45–55% and Majority of the respondents 88.05% were students and 11.94% were teachers.

Table 4.1.1 Student and Teacher

	Frequency	Percentage	Valid percentage	Cumulative percentage
Student	59	88.1	88.1	88.1
Teacher	8	11.9	11.9	100
Total	67	100.0	100.0	100.0

Figure 4.1.1 Student or Teacher



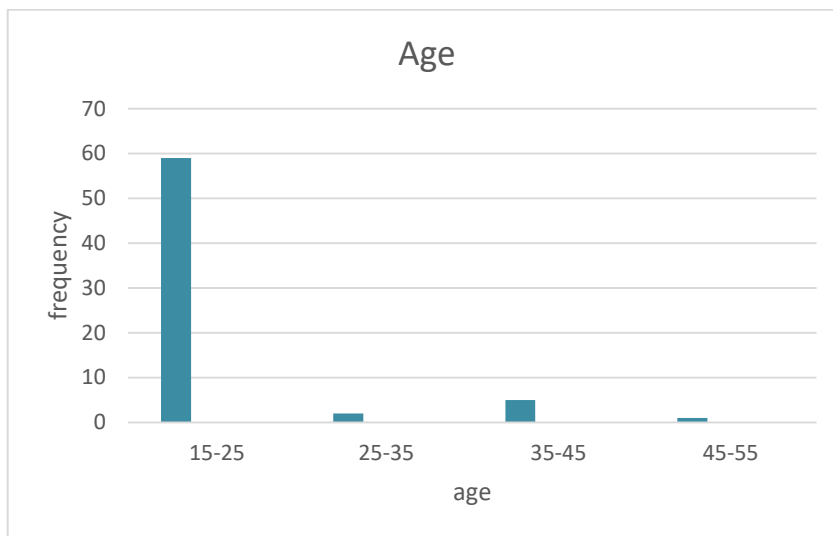
Interpretation

In the above table and pie chart show that respondent that were 88.05% students and rest 11.9% were teachers. Majority of respondent were students.

Table 4.1.2 Age

Frequency	Percentage	Valid Percentage	Cumulative percentage
15-25	59	88.05	88.05
25-35	2	2.98	91.03
35-45	5	7.46	98.49
45-55	1	1.49	100.0
Total	67	100	100

Figure 4.1.2 Age Category of respondents



Interpretation

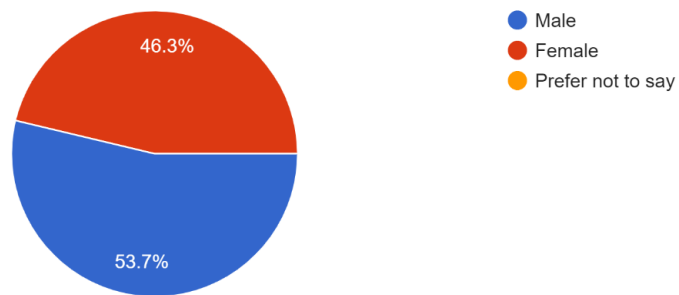
In the above table and pie chart show that 88.5% respondent are in between 15 years and 35years students. Majority of respondents come under this category.

Table 4.1.3 Gender

	Frequency	Percentage	Valid percentage	Cumulative percentage
Male	36	53.7	53.7	53.7
Female	31	46.3	46.3	100
Total	67	100	100	100

Figures 4.1.3 Gender

gender
67 responses



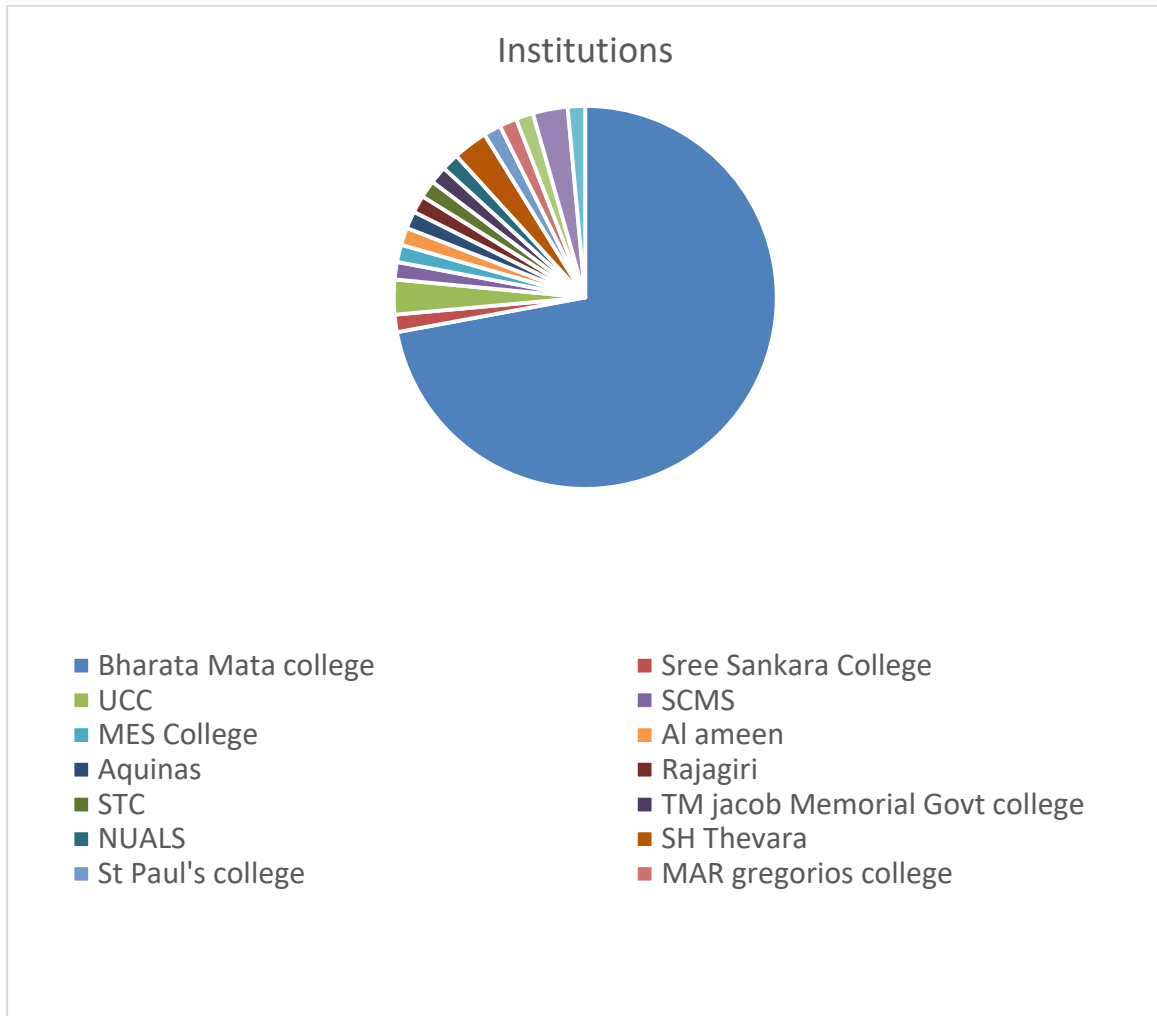
Interpretation

In the table and pie chart respondent of male category were 53.7% and the female category were 46.3% in this slab. Majority were high to male sample.

Table 4.1.4 Institutions

Institutions	Frequen cy	Percen age	Valid percentage	Cumulative percentage
Bharata Mata College, Thrikkakara	49	73.13	73.13	73.13
Sree Sankara College, kalady	1	1.49	1.49	74.62
Union Christian college, aluva	2	2.98	2.98	77.6
SCMS	1	1.49	1.49	79.09
MES college, Marampally	1	1.49	1.49	80.58
Al ameen college	1	1.49	1.49	82.7
Aquinas College	1	1.49	1.49	83.56
Rajagiri	1	1.49	1.49	85.5
STC	1	1.49	1.49	86.54
TM Jacob Memorial govt college	1	1.49	1.49	88.03
NUALS	1	1.49	1.49	89.52
SH thevara	2	2.98	2.98	92.5
St Paul's college kalamassery	1	1.49	1.49	93.99
Mar Gregorios College	1	1.49	1.49	95.48
IGNOU	1	1.49	1.49	96.7
St Albert's College	2	2.98	2.98	99.95
Mar Thoma college	1	1.49	1.49	100

Figures 4.1.4



Interpretation

In the above table and chart respondent were different to different institutions. In this chart show the high 73.13% sample were from Bharata Mata College. And 2.98% sample were from SH thevara, St Albert's college and UUC. 1.49% were from other college in this slab. Majority sample were from Bharata Mata College which is 73%.

4.2 Questionnaire Data Analysis:

4.2.1. Are the online classes are more effective than offline classes?

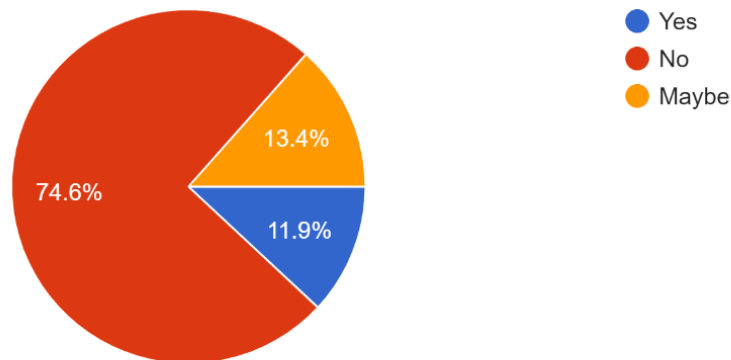
Table 4.2.1

	Frequency	Percentage	Valid percentage	Cumulative percentage
No	50	74.6	74.6	74.6
Yes	8	11.9	11.9	86.5
May be	9	13.4	13.4	100
Total	67	100	100	100

Figure 4.2.1

Are the online classes are more effective than offline classes?

67 responses



Interpretation

In above chart and pie chart show the analysis respondent sample are were highly aggressive for the offline class is very effective than online. Majority of sample were highly recommended 74.6% of sample respond online classes is not effective.

4.2.2. Which class provide the better quality in knowledge?

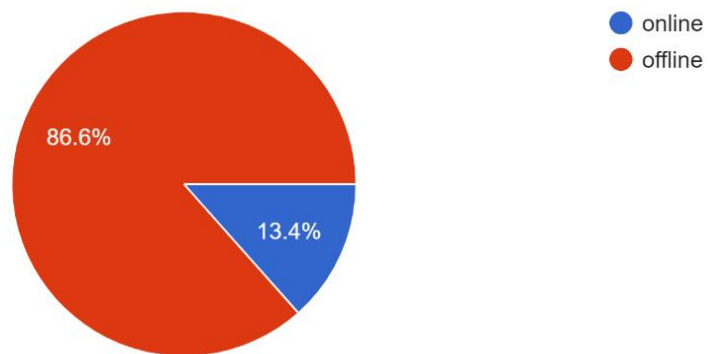
Table 4.2..2

	Frequency	Percent	Valid percent	Cumulative percent
Offline	58	86.6	86.6	86.6
Online	9	13.4	13.4	100
Total	67	100	100	100

Figure 4.2.2

Which class provide the better quality in knowledge?

67 responses



Interpretation

In the above table and below pie chart show the analysis respondent were responded 86.6% offline classes better than online. Majority sample with the offline classes. Remaining sample were 13.4% is opposite

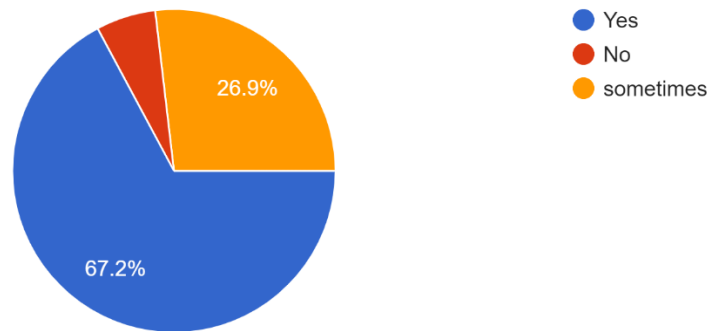
4.2.3. There is the lack of interaction during online classes?

Table 4.2.3

	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	45	67.2	67.2	67.2
sometimes	18	26.9	26.9	94.1
No	4	5.9	5.9	100
total	67	100	100	100

Figure 4.2.3

There is the lack of interaction during online classes?
67 responses



Interpretation

In the above table and pie chart show the analysis respondent sample were 67.2% response the online study is lack of interaction and rest sample were respond it is not lack of interaction.

4.2.4 What do students prefer online or offline classes?

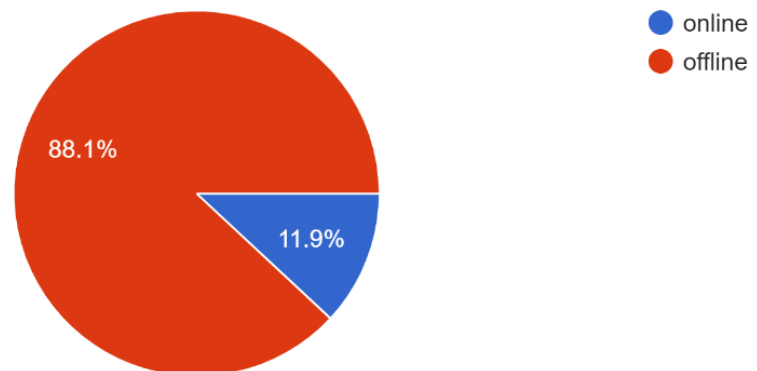
Table 4.2..4

	Frequency	Percentage	Valid percentage	Cumulative percentage
Offline	59	88.1	88.1	88.1
Online	8	11.9	11.9	100
Total	67	100	100	100

Figures4.2.4

what do you prefer online or offline classes?

67 responses



Interpretation

In the above table and pie chart show the analysis respondent sample were 88.1% of students prefer offline. 11.9% of students prefer online class.

4.2.5. Are the Students not cheating while at the time of online Test/ Exam?

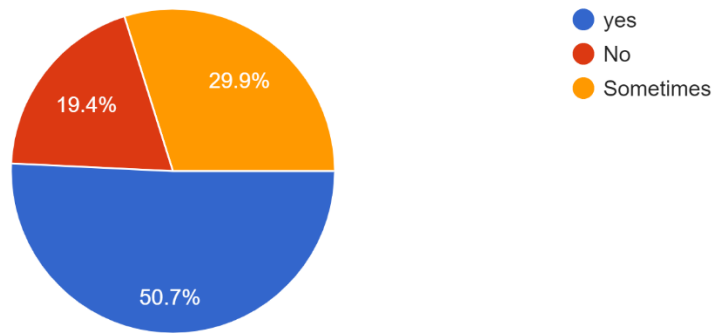
Table 4.2.5

	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	34	50.7	50.7	50.7
Sometimes	20	29.9	29.9	80.6
No	13	19.4	19.4	100
total	67	100	100	100

Figure 4.2.5

Do the Students cheat while at the time of online Test / Exam?

67 responses



Interpretation

In this above table and pie chart show the analysis respondent sample were 50.7% that responded student are cheating in the exam/test while online mode.

4.2.6. In which class, Teachers are comfortable to provide learning best to the Students?

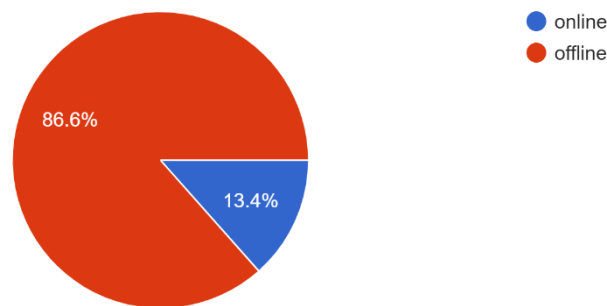
Table 4.2.6

	Frequency	Percentage	Valid percentage	Cumulative percent
Offline	58	86.6	86.6	86.6
Online	9	13.4	13.4	100
Total	67	100	100	100

Figure 4.2.6

In which class, Teachers are comfortable to provide learning best to the Students?

67 responses



Interpretation

In the above table and bar chart show the analysis respondent were 86.6% for the teacher are comfortable for the offline class and remaining sample were 13.4% only for online class comfortability.

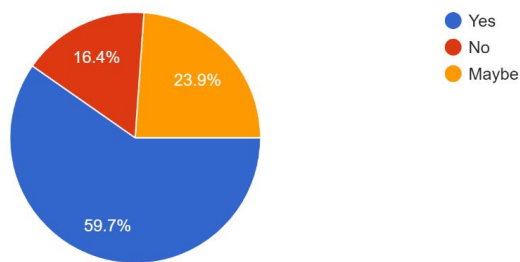
4.2.7. Are you distracted from online classes?

Table 4.2.7

	Frequency	Percentage	Valid percentage	Cumulative percentage
Yes	40	59.7	59.7	59.7
Maybe	16	23.9	23.9	83.6
No	11	16.4	16.4	100
Total	67	100	100	100

Figures 4.2.7

Are students distracted from online classes?
67 responses



Interpretation

In the above table and pie chart show the analysis respondent sample were 59.7% agree with distraction of online classes and remaining 16.4% sample disagree in the slab.

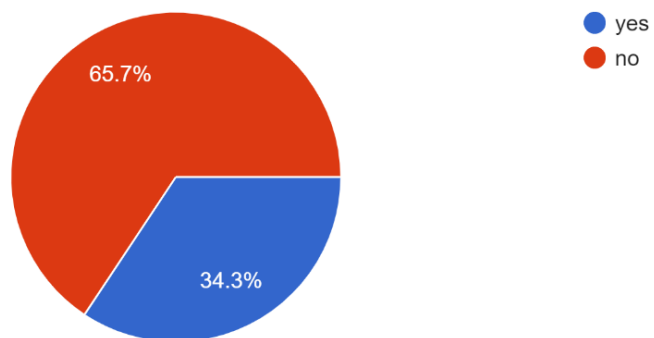
4.2.8. There is more advantage of online learning as compare to offline learning?

Table 4.2.8

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	23	34.3	34.3	34.3
No	44	65.7	65.7	100
Total	67	100	100	100

Figure 4.2.8

Is there more advantage of online learning as compare to offline learning?
67 responses



Interpretation

In the above table and pie chart show the analysis respondent sample were 65.7% agree offline learning have more advantages compare to online learning.

CHAPTER 5
FINDINGS, SUGGESTING AND CONCLUSIONS

CHAPTER 5

FINDINGS, SUGGESTING AND CONCLUSIONS

Introduction

Education is an important part of life and it is essential for the development of a person. In the modern world, there are two main types of education: online education and offline education. Both of these methods have their own advantages and disadvantages. This paper will discuss the differences between online and offline education, and will provide findings, suggestions, and conclusions regarding the two.

5.1. Findings:

Over the years, numerous studies have been conducted to investigate the effectiveness and benefits of online education. One of the most common findings is that online education can be just as effective as traditional, face-to-face education. Students who participate in online education tend to have more control over their learning experience and can work at their own pace, which can lead to higher satisfaction levels. In addition, online education may be more accessible and affordable than traditional education, particularly for students who live far from a physical campus or who have other obligations that make attending classes in-person difficult.

Moreover, students who participate in online education tend to have better technological skills and may be better prepared for careers that require proficiency with digital tools. Online education can facilitate collaboration and communication among students and teachers, particularly through the use of discussion boards, virtual classrooms, and other online tools. However, online education may present challenges related to motivation, engagement, and social interaction. Some students may feel isolated or disconnected from their peers and teachers in online courses.

Overall, the findings suggest that online education can be a viable alternative to traditional education, particularly for students who are looking for flexibility and convenience in their learning experience..

One important finding in offline education is that active learning is more effective than passive learning in promoting student engagement, retention, and understanding. Research has shown that active learning strategies, such as group work, problem-based learning, and hands-on activities, can help students to better process and retain information, develop critical thinking skills, and apply their knowledge in real-world situations. By contrast, passive learning, which often involves lectures and note-taking, can lead to lower levels of engagement, motivation, and achievement.

Another key finding in offline education is the importance of teacher-student relationships. Positive relationships between teachers and students have been found to be critical in promoting student motivation, engagement, and academic achievement. Teachers who demonstrate active listening, empathy, and respect for their students can help to build a positive classroom environment, where students feel safe, supported, and valued. This, in turn, can promote a greater sense of belonging and connectedness, which can lead to improved academic outcomes.

Collaborative learning has also been found to be effective in promoting critical thinking, problem-solving, and communication skills among students. By working in groups, students can learn from each other, share their ideas and perspectives, and develop important interpersonal skills. Collaborative learning can take many forms, such as group projects, peer review, and online discussions, and can be adapted to meet the needs and interests of different learners.

Providing feedback to students on their work is another critical component in promoting learning and academic achievement. Effective feedback should be timely, specific, and constructive, and should help students to identify their strengths and areas for improvement. Feedback can be provided by teachers, peers, or through self-assessment, and can help to promote reflection, self-regulation, and growth.

Finally, multisensory learning, which engages multiple senses in the learning process, has been found to be effective in promoting retention and understanding. By incorporating visual aids, hands-on activities, and music or other auditory elements, teachers can create a more immersive and engaging learning experience that appeals to a range of different learning styles. This, in turn, can help to promote greater engagement and retention among students, leading to improved academic outcomes

In conclusion, Online education is becoming increasingly popular due to its convenience and flexibility. It allows students to access course materials and lectures from anywhere in

the world, and it can be tailored to fit the individual needs of the student. Offline education, on the other hand, is more traditional and requires students to attend classes in person. It is often more expensive than online education, but it can provide a more immersive learning experience.

Major Findings:

1. Online education is becoming increasingly popular due to its convenience and flexibility.
2. Online education can be more cost-effective than traditional education.
3. Online education can provide students with access to a wider range of educational materials and resources.
4. Online education can be more engaging and interactive than traditional education.
5. Offline education can provide students with more direct contact with instructors and peers.
6. Offline education can provide students with more hands-on learning experiences.

5.2 Suggestions

When deciding between online and offline education, it is important to consider the individual needs of the student. For those who need more flexibility, online education may be the best option. For those who prefer a more traditional learning experience, offline education may be the better choice. It is also important to consider the cost of each option, as online education is often more affordable.

5.3 Conclusion

In conclusion, online and offline education both have their own advantages and disadvantages. It is important to consider the individual needs of the student when deciding which type of education is best for them. Both options can provide a quality education, and it is up to the student to decide which one is right for them.

Online education and offline education scope for further research others researchers can make similar topic in points

1. Comparison of online and offline education in terms of student engagement and learning outcomes.

2. Impact of online and offline education on student motivation and academic performance.

3. Analysis of the cost-effectiveness of online and offline education.

ANNEXURE

A COMPARATIVE STUDY O ONLINE EDUCATION AND OFFLINE EDUCATION
QUESTIONNAIRE

Name :

Age :

College :

Email :

1. Student or teacher
 - Student or teacher
2. Gender
 - Male
 - Female
 - Pefer not to say
3. What do you prefer online or offline classes?
 - Online
 - Offline
4. Are the online classes are more effeetives than offline classes?
 - Yes
 - No
 - Maybe
5. Which class provide the better quality in knowledge?
 - Online
 - Offline
6. There is lack of interacting during online classes?
 - Yes
 - No
 - Sometimes
7. Do the students cheat while at the time of online test/exam?
 - Yes
 - No
 - Sometimes
8. In which class, teachers are comfortable to provide learning best to the students?
 - Online

- Offline

9. Are students distracted from online classes?

- Yes
- No
- Maybe

10. Is there more advantage of online learning as compare to offline learning?

- Yes
- No

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