

Comparison of Online and Offline Education for Teachers and Students in Commerce and Management in Parbhani District

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Abstract:

With an emphasis on curriculum delivery effectiveness, assessment reliability, faculty workload, institutional challenges, and long-term sustainability, this study compares and contrasts online and offline educational systems. They use statistical tools like mean calculation and percentage analysis. The results show that while online education offers flexibility but has structural difficulties, offline education exhibits greater institutional stability. Key Words: Curriculum delivery, assessment reliability, faculty workload, institutional challenges, sustainability, blended learning, digital learning, comparative study, online and offline education

1.Introduction:

Recent years have seen a substantial change in the educational system, especially with the quick development of digital technology. The predominant method of teaching and learning for a long time has been traditional classroom-based instruction, also known as offline education. Online education, on the other hand, has become a viable alternative method that delivers instruction through digital tools and internet-based platforms.

The increasing influence of digital learning on international education systems has been highlighted by international organizations like the OECD and UNESCO. Technology integration in education has accelerated, particularly since the COVID-19 pandemic forced educational institutions all over the world to use online teaching techniques.

Benefits of online learning include adaptability, accessibility, and technological integration. But there are drawbacks as well, such as restricted infrastructure, doubts about the validity of assessments, and an increase in faculty workload. However, despite its potential lack of flexibility, offline education offers a more structured learning environment, direct teacher-student interaction, and improved monitoring mechanisms.

The purpose of this comparative study is to examine and assess the efficacy of curriculum delivery, assessment reliability, faculty workload,

institutional challenges, and long-term sustainability in both online and offline education. The study also looks into how a blended learning strategy might be used as a model for future educational system improvement.

2.Objectives of the Study:

1. To evaluate the efficacy of curriculum delivery.
2. To assess the reliability of the assessment.
3. To examine variations in faculty workload.
4. To look at institutional issues.
5. To gauge perceptions of long-term sustainability.

3.Questions for Research:

- 1.Does online learning guarantee successful completion of the curriculum on par with offline learning?
- 2.Do modes significantly differ in terms of assessment reliability?
- 3.Does faculty workload increase as a result of online instruction?
- 4.Which institutional issues are most prevalent in online learning?
- 5.Which mode is thought to be more environmentally friendly?

4.Methodology:

Research Type: Analytical and Comparative

Data Type: Quantitative (evaluation based on percentages)

Statistical Tools: Calculating Means and Percentages

5. Calculations in Statistics:

Formula for Percentage:

$(\text{Obtained Value} / \text{Total Value}) \times 100 = \text{Percentage}$

Average Formula:

$\text{Mean} = \Sigma X / N$

$(60+62+78+82+58)/5 = 68\%$ is the online mean.

$(85+88+65+55+80)/5 = 74.6\%$ is the offline mean.

Difference = 6.6%

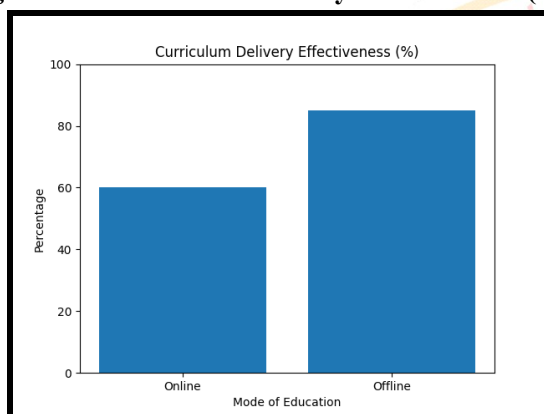
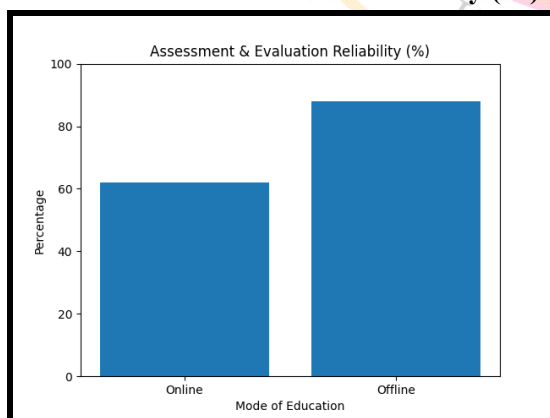
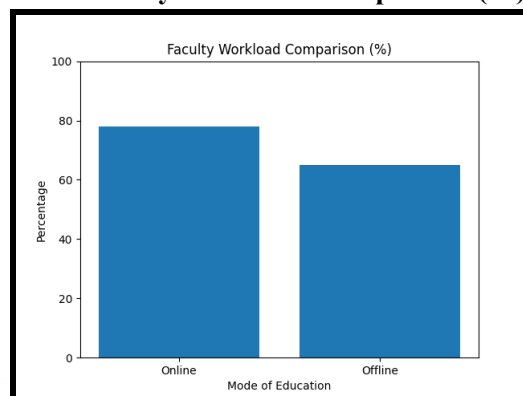
1. Data Analysis & Interpretation**Figure 1: Curriculum Delivery Effectiveness (%)**

Figure 1 demonstrates that the curriculum effectiveness of offline education is higher at 85% than that of online education at 60%. Learning outcomes are improved in classrooms with structure.

Figure 2:**Assessment & Evaluation Reliability (%)**

Because of the controlled examination environments, Figure 2 shows that offline assessment (88%) is more reliable than online assessment (62%).

Figure 3: Faculty Workload Comparison (%)

Because of digital preparation and management, Figure 3 shows that online teaching (78%) increases workload compared to offline teaching (65%).

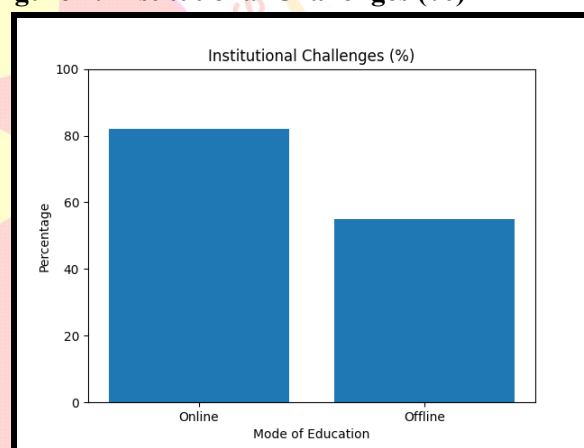
Figure 4: Institutional Challenges (%)

Figure 4 illustrates that institutional challenges, such as cybersecurity and infrastructure, are more prevalent in online education (82%) than in offline education (55%).

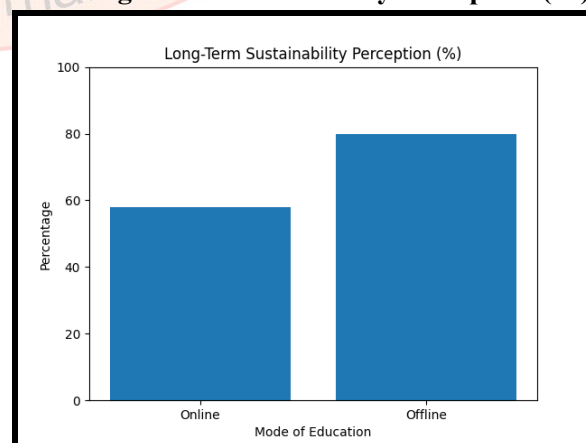
Figure 5:**Long-Term Sustainability Perception (%)**

Figure 5 shows that compared to online education (58%), offline education (80%) is thought to be more sustainable.

Key Findings:

1. Stronger curriculum effectiveness is ensured by offline education.
2. Offline systems have higher assessment reliability.
3. The workload of faculty members is increased by online instruction.
4. Online systems present more institutional challenges.
5. People believe that offline learning is more sustainable.

Conclusion:

According to the study's findings, offline education continues to have higher structural sustainability and reliability. However, incorporating digital tools into blended learning could improve educational systems in the future.

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