# Analysing Education Modes for Creative Idea Generation: Online Versus Offline Learning

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**Abstract**

The value of education in the economy has increased significantly. One person from another is determined by such a factor. It gives people confidence, prepares them for life's obstacles, and is essential to success. It continues to be essential to our nation's development and growth. This research paper compares online and offline learning environments in order to examine the effects and efficacy of each. By examining the pros and disadvantages of each learning environment, it will be possible to determine which learning environment is best. This research paper's major goal is to help readers understand the benefits and efficiency of traditional classroom instruction as well as the advantages of online learning. As a result, it should be extremely evident which method is preferable for learning.

**Key words – Online, Offline learning, Creative idea, Students, Teachers**

**Introduction:**

Education is a very important factor to learn acquire knowledge grow develop and succeed learning is a part of education. Now a days education has gained a lot of importance because of which everyone is willing to learn a respective of different modes of education that is online or offline. Currently online education is in trend because it is very convenient for the people who are doing job this makes easy for them to carry on both the things at the same time. But a long with this online education has some of the Other drawback two way communication does not take place proper understanding is not there connectivity is less between teacher and student and the other hand offline education is proved to be very effective understanding proper connectivity these all are the positive points of online education but there are some Some of the Other pros and cons for both the modes as such through online education person can carry his job along with learning process but it is not possible in the case of offline classes have an example during co-ord 19 all the organisations stopped their functioning along with closer of school but everything was possible by the way of online that is use of Technology as such work from home for employees and online classes.

**Literature Review:**

The effectiveness of students enrolled in online courses compared to those enrolled in offline ones. Efficiency results are described in terms of (1) the student's final quantitative grades, (2) their assessment of how much they learned in the course, and (3) their overall happiness with the course (Singh et al., 2012). Students had positive experiences with the flexibility, affordability, accessibility of electronic research, simplicity of connection to the Internet, and well-designed class interface. Negative student experiences were brought on by instructors' delayed feedback, lack of availability, technical support, lack of self-regulation and self-motivation, isolation, boring teaching techniques, and poorly planned course material (Yang & Cornelius, 2004). Students who participated in traditional classroom instruction and distance learning reported feeling very satisfied. The levels of student satisfaction between remote learning students and typical classroom students were found to differ only very significantly (Mahmood et al., 2012). Lack of infrastructure, technical tools, and internet connection is the biggest drawback of holding sessions online. Proposals and ideas are made to strengthen the current online teaching methodologies in order to reach more students and improve the teaching and learning experience (Lakshman Naik et al., 2021). Offline learning shows a marginally favourable influence, and online learning shows no gender-based performance differences. The findings of this study can be used by institutional leaders to make strategic and policy decisions and to develop an engaging learning environment (Veerasamy & Goswami, 2022). Efforts to raise higher education standards and develop employability skills in children early to tackle global issues. We may sum it up by saying that doing so helps us all stay at home, keep safe, and stay informed (Jogi et al., 2022). According to studies, factors like course association and structure, learning duty, understudy dedication, and instructor location can make a significant difference in how satisfied and knowledgeable understudies are in a web-based learning environment (Harish B. BapatMs. Snehal Y.Hole, 2020). The course (teaching) assessments of the students revealed no significant differences in the mean course evaluations between the offline and online learning versions of the course (Actor et al., 2021). In the internet age and against the backdrop of worldwide disease prevention, the blended education paradigm, which blends online and offline training, will emerge as the new norm. This study investigates how to effectively utilise the online and offline mixed teaching styles in order to better promote the growth of students' capacity for the invention of creative ideas (Zhang et al., 2022). Improved comprehension, engagement between the lecturer and students in the classroom, and enjoyment of the course. The learner prefers offline instruction over internet instruction (Zhang et al., 2022). Researchers are undertaking more studies on the use of various technology tools to promote young learners' active involvement in online learning in response to the outcomes of a study conducted in Albania by Hysaj (A. Hysaj et al., 2021). Both students and teachers must use cutting-edge technology to enhance effective teaching and engaged learning (J. Singh et al.,2021). The higher order thinking that can be highly helpful in completing research projects and other class assignments is accelerated in a well-organized classroom (N Kemp et al., 2014). .(RACHMAH, 2020). According to the author, a key element in both effective teaching and student learning is teachers' oral fluency in the target language (Sullivan, 2011). Analysis of the differences between online and classroom learning. Interactive Instruction Development Journal, Compare the educational outcomes of a course that is offered online to those of the same course that is delivered in a classroom. The self-selected nature of the online students was primarily blamed for the higher level of cognitive learning attained by the online group. The instructional design of the online course, which included adult motivation and learning theories, was also linked to better learning results. (Redding, T.R. & Rotzien, J. 2001). Online education in academia has evolved from a cutting-edge novelty to an almost universal teaching tool (Simon, 2012). Offline learning, it was determined, is more concentrated, less interrupted, more dependable, more participatory, and keeps students' attention (Amin et al., 2022). In addition to computing Anderson and Rubin factors scores and drawing comparisons for students who are satisfied, ambivalent, or unsatisfied with their online learning experiences, the study also uses latent trait models based on the picture analysis process (Dziuban and Moskal 2015). The field of education has seen a profound upheaval because of online learning. Students' attitudes towards learning have also changed as a result. Although online learning is still highly significant in the modern digital environment, teaching-learning through face-to-face interactions with professors in the classroom is still quite successful (Ali, 2021). Although the abrupt transition to digital education was difficult for the kids, it seems like they rapidly adjusted to the new environment (Almendingen et al., 2021). However, the traditional classroom cannot

be replaced, even with the effective and proper use of online education in the field of dentistry (Hong & Lin, 1983). The dichotomy between the steadily rising quantity of online courses and the declining retention rate of students who have taken at least one online course is the issue this study attempts to solve (Allen, 2013). Collaboration and interaction in online classes, as well as students' willingness to study and share their academic work for other students to see and evaluate, are the key impediments to online education (Abramenka, 2015). Numerous studies demonstrate that the incorporation of hybrid teaching into the course's instructional design, to an extent, fosters student initiative, excitement for learning, and communication between professors and students (Weilin Li et al., 2018). Traditional online teaching refers to pupils working independently without teacher guidance; hence it calls for strong independent learning skills from the learners. Most students, according to the survey, have insufficient self-control skills, and they rarely finish their assignments on time and to a high standard (Yonggang Dong et al., 2019). In terms of education, employment, or daily life, the development of "Internet +" technology has enabled people to make both quantitative and qualitative strides. It's important to consider how to use this technology successfully, alter conventional wisdom, and advance current technologies (Jiang, 2020). Online learning is simply instruction that uses information and communication technology to connect students and teachers for educational purposes (Pika, 2022). This change has an influence on both the students who must adapt to a new learning environment and the teachers who must accept this new approach. There have been several suggestions made to aid teachers in the online learning process (Garcı´a-Peñalvo et.al., 2020]. Online and offline self-learning should be properly blended (Ramane, 2021). The creation of suitable tools for learner evaluation and self-evaluation is crucial to ensuring success in e-learning environments (O¨zyurt & O¨zyurt, 2015).

**Statement of Problem:**

With the fast development of the Internet, many colleges and universities have offered online courses as a viable alternative to traditional face-to-face instruction. However, considerable concerns and problems have developed, particularly as it relates to the quality of online education. Although it is having been reported in a recent study that 80% of course content offered in institutions of higher learning are being delivered online. students in this study were still reluctant to take online courses and complained about the online classes they had taken.

The central objective of our research is to explore how online learning and offline learning is changing both teachers and the teaching profession in higher education and comparison between Online education and offline education and need to identify the better mode of education.

**Objective:**

1. To draw a comparison between Online and offline mode of education.
2. To identify better mode of education
3. To analyse the latest trend of education
4. To determine most frequently used mode of education

**Research Methodology:**

The quality of any research depends on the way and method of collecting data by adopting suitable research design and adopting appropriate statistical tools. The current study is exploratory in nature includes both primary data and secondary data. The primary data was collected from a sample size of 71 students by using convenient sampling technique. This analysis was used to discover and interpret the student's opinions and views with respect to the study on online learning versus classroom learning. Percentage analysis is used as tool for the data analysis.

**Limitation:**

1. Data Collection was restricted to Pune district only.
2. Only 71 students are taken as respondents for study.
3. As the data is collected through primary source there are chances of error.

4. Time duration for doing in-depth research and analysis is limited.
5. Research quality is heavily dependent on the individual skills of the researcher.
6. The volume of data makes analysis and interpretation time consuming.
7. Often results are harder to prove and convince other about its contribution.

**Data Analysis and Interpretation**
**Part -I**

**Table No -1**
**Gender**

| Gender | Responses | % |
|---|---|---|
| Female | 35 | 49.30% |
| Male | 35 | 49.30% |
| Prefer not to say | 1 | 1.41% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 49% of the respondents are female, 49% are male and remaining 1.4% respondents are not preferring to reply.

Interpretation-49% of the male as well as 49% of female have responded.

Table No -2

**Table No -2**
**Age**

| Age | Responses | % |
|---|---|---|
| 15-20 years | 4 | 5.63% |
| 20-25 years | 53 | 74.65% |
| 25-30 years | 6 | 8.45% |
| More than 30 years | 8 | 11.27% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 74% of the respondents are of 20-25 years and remaining 26% respondents are of 15-20 years, 25-30 years, and more than 30 years.

Interpretation-74% of the respondents are of the age of 20-25 years.

**Table No -3**
**Education**

| Education | Responses | % |
|---|---|---|
| 12 th | 3 | 4.23% |
| Graduation | 24 | 33.80% |
| Post Graduation | 44 | 61.97% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 61% of the respondents have a degree of post-graduation and remaining respondents are graduated and 12th passed.
Interpretation-61% of the respondents have a degree of post-graduation.

**Part -II**
**Table No -1**
**Mode of Education**

| Modes | Respondents | % |
|---|---|---|
| Offline education | 65 | 91.55% |
| Online Education | 6 | 8.45% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 91% of the respondents are in favour of Offline Education and remaining 8% respondents are in favour of Online Education.
Interpretation-91% of the respondents are in favour of Offline Education.

**Table No – 2**
**Understanding Level in Online Education**

| Ratings | Respondents | % |
|---|---|---|
| Excellent | 11 | 15.71% |
| Good | 46 | 65.71% |
| Very Good | 13 | 18.57% |
| Outstanding | | 0.00% |
| Grand Total | 70 | 100.00% |

**Source-Primary data** **N =71**

Analysis-Above table shows that 65% of the respondents feel that Online Education is good as far as understanding level is concerned and remaining 35% of the respondents feel that Online Education is not good as far as understanding level is concerned.
Interpretation-65% of the respondents are satisfied with the understanding level in Online Education.

**Table No -3**
**Understanding level in Offline education**

| Ratings | Respondents | % |
|---|---|---|
| Excellent | 33 | 46.48% |
| Good | 3 | 4.23% |
| Outstanding | 23 | 32.39% |
| Very Good | 12 | 16.90% |
| Grand Total | 71 | 100.00% |

Analysis-From the above table it's clear that 78% of the respondents feel that understanding level in Offline Education is Excellent and remaining 22% respondents are not much satisfied with the understanding level in Offline Education.
Interpretation-78% of the respondents are in favour of Offline Education as far as understanding level is concerned.

**Table No -4**
**Clarity of Doubts More Effectively**

| Modes | Respondents | % |
|---|---|---|
| Offline education | 67 | 94.37% |
| Online Education | 4 | 5.63% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 94% of the respondents are comfortable in clarifying doubts during Offline classes and 6% of the respondents can clear doubts in Online classes.
Interpretation-94% of the respondents feel comfortable to clarify doubts in Offline classes.

**Table -5**
**Engagement with Peers**

| Modes | Respondents | % |
|---|---|---|
| Offline Education | 63 | 88.73% |
| Online Education | 8 | 11.27% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 88% of the respondents are saying that they can engage closely with their peers in Offline classes and the remaining only 12% of the respondents answered that engagement with peer is good in case of online classes.
Interpretation-88% of the respondents can engage with the peers in Offline classes.

**Table -6**
**Connectivity between Teachers and Students**

| Modes | Respondents | % |
|---|---|---|
| Offline Education | 64 | 92.75% |
| Online Education | 5 | 7.25% |
| (blank) | | 0.00% |
| Grand Total | 69 | 100.00% |

Source-Primary data N =71

Analysis- 92% of the respondents feel that there is a good connectivity between teacher and student in Offline Education and remaining 8% of the respondents feel comfortable to connect with the teacher in online classes.
Interpretation-92% of the respondents feel connected with the teacher in Offline classes.

**Table -7**
**Active Discussion**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 63 | 88.73% |
| Online Education | 8 | 11.27% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 88% of the respondents feel that active discussion takes place in Offline classes and remaining 11% feel that discussion take place good in Online classes.
Interpretation-88% of the respondents are sharing their views that active discussion is possible only in Offline Education.

**Table 8**
**Development of Social Skills**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 64 | 90.14% |
| Online Education | 7 | 9.86% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 90% of the respondents feel that social skills can be developed more in Offline Education and remaining 9% of the respondents are comfortable with Online Education as far as developing of social skills is concerned.
Interpretation-90% of the respondents can develop social skills in Offline classes.

**Table No 9**
**Listening to Concern**

| Mode | Respondents | % |
|---|---|---|
| Offline mode | 63 | 88.73% |
| Online mode | 8 | 11.27% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 88% of the respondents feel that teachers listen to the concern in Offline Education and the remaining 11% of the respondents feel that concern can be listened to in Online classes.
Interpretation-88% of the respondents are satisfied with the Offline Education as far as listening is concerned.

**Table No 10**
**Teacher's Efforts and Energy**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 64 | 90.14% |
| Online education | 7 | 9.86% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-90% of the respondents feel that teacher's put effort and energy in Offline classes and only 9% of the respondents feel that teachers put effort and energy in Online classes.
Interpretation-90% of the respondents are satisfied with Offline Education as far as efforts and energy of teachers is concerned.

**Table No 11**
**Class Control by Teachers**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 67 | 94.37% |
| Online Education | 4 | 5.63% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 94%of the respondents feel that teachers can control the class in a better way in Offline classes and the remaining 5% of the respondents feel that class control is also possible in Online classes.

Interpretation-94% of the respondents are satisfied with the class control in Offline classes.

**Table No 12**
**Completion of syllabus on time**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 51 | 72.86% |
| Online Education | 19 | 27.14% |
| (blank) | | 0.00% |
| Grand Total | 70 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 72% of the respondents are responding that teachers complete the syllabus on time in case of offline classes only 27% of the students are saying that in online syllabus can be complete quickly.

Interpretation-72% of the respondents are saying that syllabus completion can be done more feasibly in offline classes.

**Table 12**
**Individual Attention by teachers**

| Mode | Respondents | % |
|---|---|---|
| Offline education | 67 | 94.37% |
| Online education | 4 | 5.63% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis- 94% of the respondents feel that teachers pay individual attention in Offline classes and remaining 5% of the respondents are comfortable even in Online Education as far as paying off individual attention is concerned.

Interpretation-94% of the respondents are satisfied with the Offline classes as far as individual attention by teachers is concerned.

**Table No 12**
**Holistic Development of Student**

| Mode | Respondents | % |
|---|---|---|
| Offline Education | 68 | 95.77% |
| Online Education | 3 | 4.23% |
| Grand Total | 71 | 100.00% |

**Source-Primary data** **N =71**

Analysis-From the above table it's clear that 95% of the respondents feel that holistic development is possible by the way of Offline Education and remaining 4% of the respondents feel that holistic development is possible in Online Education.

Interpretation- 95% of the respondents feel that holistic development takes place in better way in Offline classes.

**Discussion and Results:**

After analysing and interpreting the data we can find that almost 90% of the respondents are in favour of Offline Education .So, it's very clear that although Online Education is in trend at current scenario but it's not as effective as Offline Education i.e. through data analysis it can be proved that Offline Education is must for conceptual clarity, better connectivity with the teacher, development of social skills ,engagement with the peers, holistic development of a student etc. 49% of the male as well as 49% of female equally have responded for the study. 74% of the respondents are of the age of 20-25 years are replied for the research and those are post graduate students. 78% of the respondents are in favour of Offline Education as far as understanding level is concerned. Along with these merits of Offline Education there are certain merits of Online Education as mentioned in the analysis by the way of responses of the respondents as online education helps many people to carry on along with education. Therefore, it can be found through analysis and interpretation of data both the modes of Education are important irrespective of their merits and demerits. 94% of the respondents feel comfortable to clarify doubts in Offline classes and they are facing difficulties in online class to clarify the subject related doubts. 88% of the respondents can engage with the peers in Offline classes. 92% of the respondents feel connected with the teacher in Offline classes. 88% of the respondents are sharing their views that active discussion is possible only in Offline Education than online education. 90% of the respondents are saying that social skills can develop only in Offline classes can't in online education. 88% of the respondents are satisfied with the Offline Education as far as listening is concerned. 90% of the respondents are satisfied with Offline Education as far as efforts and energy of teachers is concerned. 94% of the respondents are satisfied with the class control in Offline classes. 72% of the respondents are saying that syllabus completion can be done more feasibly in offline classes than online classes. 94% respondents are saying that individual attention can be given by the teachers only in offline mode of education. 95% of the respondents feel that holistic development takes place in better way in Offline classes. Both the mode of education is good i.e. Online as well as Offline. But in case Offline education students are not paying full attention as they study from home, so they get disturbed by some or the other way, irrespective of this demerit it is a convenient way of education as person is able to carry on his education along with job. On the other hand, Offline education is the best way of pursuing knowledge as it gives conceptual clarity, connects students with the teacher, helps to develop social skills, leads to holistic development. Therefore, I feel, irrespective of all the merits of Online Education people should prefer Offline Education as it leads to holistic development of a student.

**Conclusion**

With the limited spaces in the formal conventional education systems there is need to identify other educational programmes which would enhance meeting the demand for higher education.

The teacher role is also very important in learning environment. Student seeks from teacher and their timely response positively influences student satisfaction. The group interactions initiated by teachers are very effective and students enjoy the learning environment.

Government should support the establishment of Open Distance Learning centres for higher education with appropriate legislation. Distance learning should be seen as a positive strategy for meeting the demands for education, an instrument for poverty alleviation and economic empowerment. It was concluded that Offline learning is more focussed, less interrupted, more reliable, more interactive and keep students attentive. How to effectively use the technology, change traditional concepts and improve existing technologies is a problem worth pondering.

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