A Study on Effects of Online and Offline Coaching for Aptitude and Reasoning at Kalaburgi District Karnataka State

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ARTICLE INFO	ABSTRACT
	This study examines the effects of online and offline coaching classes on students' performance in aptitude and reasoning subjects. With these skills being crucial for various competitive exams understanding the efficacy of different teaching modes is essential. The research employed a mixed method approach including survey academic performance analysis and interviews with students over six months results indicate that offline coaching is more effective for fostering interactive problem-solving and immediate feedback which are critical in reasoning subjects. Conversely, online coaching offers flexibility and access to diverse resources, benefiting students who prefer self-paced learning Engagement levels were higher in offline classes due to direct interaction while online classes saw varied participation. The study concludes that a blended learning approach, integrating the strengths of both online and offline coaching, could enhance learning outcomes in aptitude and reasoning further research is recommended to explore long-term effects and optimize hybrid learning models. **Keywords:** Online and offline coaching, academic performance, Learning satisfaction, cost Effectiveness, comparative study

CHAPTER-1: INTRODUCTION

The increasing reliance on aptitude and reasoning skills for competitive exams and professional assessments has led to the proliferation of coaching classes aimed at enhancing these competencies. Traditionally, offline coaching classes have been the primary mode of instruction, providing direct interaction between instructors and students. However, with advancements in digital technology, online coaching has emerged as a popular alternative offering flexibility and accessibility.

This study aims to explore the comparative effects of online and offline coaching classes on students' learning outcomes in aptitude and reasoning subjects. These subjects require not only theoretical understanding but also practical problem-solving skills making the mode of instruction a critical factor in effective learning.

Understanding the strengths and limitations of each mode is essential for educators, policy makers, and students to make informed decisions about learning strategies. By evaluating factors such as academic performance, student engagement, satisfaction, and cost-effectiveness this research seeks to provide insights into how different teaching methods impact the learning experience in aptitude and reasoning.

The findings of this study will contribute to the ongoing discourse on optimizing learning environments and may offer valuable recommendations for integrating online and offline coaching to achieve better educational outcomes

MEANING OF ONLINE COACHING CLASS

In research, an ONLINE COACHING CLASS refers to an education program conducted over the Internet, where learners receive instruction and guidance form instructors using digital platforms. These classes typically include components such as live or recorded lectures, interactive activities, assessments, and communication tools to facilitate learning and engagement. The goal is to examine the effectiveness, accessibility, and impact of this mode of instruction compared to traditional to traditional offline methods.

Examples:

1) **MOOCs** (Massive Open Online Courses) platforms like Courser and offer courses in various subjects, including aptitude and reasoning where students can learn at their own pace with resources like video lectures quizzes, and peer discussion

2) **Virtual Coaching Platforms**: websites such as Khan Academy provide interactive lessons in math and reasoning with practice exercises and instructional video to enhance learning.

3) **Live Online Tutoring**: Services like Tutor.com offer real-time one-on-one coaching sessions where students can receive personalized guidance in aptitude and reasoning.

4) **Learning Management Systems (LMS)** Schools and Coaching centers use platforms like Google Classroom or Moodle to deliver courses online, manage assignments, and facilitate discussions, replicating many aspects of offline classes.

These examples illustrate the diverse formats and tools used in online coaching which are studied in research to understand theirs impact on learning outcome.

Some Examples in India

1) **BYJU'S** one of India's leading online education platforms, BYJU'S offers comprehensive learning programs for school students and competitive exams like JEE,NEET & CAT . It uses interactive video lessons and personalized learning approaches.

2) **Unacademy:** This platform provides live classes, recorded lectures, and test series for various competitive exams such as UPSC, SSC, and bank exams. It also features interactive sessions and doubt- clearing classes

3) **Vedantu:** Known for its online tutoring, Vedantu offers real-time interactive classes for schools student's and competitive exams, utilizing virtual whiteboards and two-way communication.

4) **Toppr:** An online learning platform offering personalized learning paths for students from grades 5 to 12
including preparation for competitive exams like JEE and NEET through video lectures practice tests and adaptive learning technology

5) **Testbook:** Specializing in government exam preparation textbook provides online coaching for exams like SSC Banking and Railways with live classes mock tests and study material
These example illustrate how online coaching classes in India leverage digital technology to provide flexible and accessible learning solutions which are often the subject of research to assess their impact on students' learning outcomes

Meaning Of Offline Coaching Class:
An offline Aptitude and reasoning coaching class is a physical face-to-face educational program designed to help students develop skills in aptitude and reasoning. These classes are typically aimed at individual preparing for competitive exams job interviews or entrance test that include sections on logical thinking problem-solving and analytical abilities.

Meaning Breakdown:
1) **Offline:** classes are conducted in person at a physical location such as a classroom or training center
2) **Aptitude:** Refers to a person's ability to perform certain tasks especially involving logical thinking numerical problem-solving verbal reasoning and spatial awareness.
3) **Reasoning:** Involves the process of logical thinking to solve problems which can include verbal reasoning (language-based) numerical reasoning (Math-based) and abstract reasoning (Pattern-based)
4) **Coaching Class**: A structured learning environment with a teacher or coach guiding students through practice exercises strategies and concepts to improve their performance in aptitude and reasoning tests.

Examples of Offline Aptitude and Reasoning Coaching Classes:
1) **CAT (** common Admission Test) Preparation Classes : These classes help students prepare for the aptitude and reasoning sections of the CAT exam which is essential for admission into top business schools in India
2) **Banking exam coaching canters**: Many institutes offer classes to prepare for baking exams like IBPS,SBI, PO and clerical exams which include sections logical reasoning and data interpretation.
3) **UPSC Civil Services coaching**: classes aimed at preparing for the Civil Services Preliminary and Mains exams often include sections on reasoning aptitude.
4) **GRE (Graduate Record Examination) Preparation Classes**: These classes help students prepare for the quantitative and verbal reasoning sections of the GRE a standardized test required for admission to many graduate programs
5) **Placement Training Programs in Colleges:** colleges often offer in-person coaching for final-year students to prepare them for campus recruitment tests which include aptitude and reasoning assessments
   These coaching classes focus on teaching problem solving techniques providing practice tests and offering personalized feedback to help students improve their performance in aptitude and reasoning assessments
1) **Compare Academic Performance**: The academic performance of student in Offline and online coaching classes can vary depending on factors such as the learning style of the student the quality of teaching access to resources and discipline here's a comparative analysis
   A) **Interaction and Engagement:**
      Offline Coaching: face to face interaction foster better student teacher rapport
      Real-time doubt solving during lectures
      Group discussions and peer learning opportunities enhance understanding
      Students may feel more accountable in a classroom environment reducing distractions
   B) **Online Coaching**: interaction is limited to virtual platforms which may reduce engagement Doubts are addressed through chat emails or live sessions which may not always be immediate
      Virtual discussion forums exist but often lack the spontaneity of lack the spontaneity of in-person discussions
      Some students may struggle with self-discipline in an online format

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2) **Accessibility and Flexibility:**
   A) **Offline Coaching** : fixed schedules and location scan make it challenging for students with other commitments Limited access for students in remote areas Travel time and expenses can affects expenses can affect overall productivity
   B) **Online Coaching**: Flexible learning schedules allow students to study at their own pace Accessible from anywhere with an internet connection making it ideal for remote learners Recoded lectures can be revisited which aide revision

3) **Quality of Learning:**
   A) **Offline Coaching:** Personalized attention in smaller class setting
   Hands-on practice and live problem solving sessions
   A structured classroom environment ensures discipline and focus

   B) **Online Coaching :**
   Access to top educators globally regardless of location
   High-quality digital resources like videos PDFs and interactive quizzes
   Relies heavily on students self-motivation to maintain focus

4) **Performance Outcomes**
   Offline Coaching: Stronger academic performance for students who benefit from structured environment interactions
   Peer competition in physical setting can encourage better performance

   Online Coaching: Performance depends on the student's self –discipline and comfort with technology

   Students who are tech-savvy or prefer flexible learning often perform well

   Online platforms with al-driven analytics provide personalized feedback for targeted improvements

5) **Cost and Resource Availability:**
   Offline Coaching: Typically more expensive due to infrastructure costs
   Limited access to resources outside of the classroom
   Online Coaching: More affordable as there are no physical infrastructure costs
   Extensive access to digital resources such as E-books practice tests and recorded lectures
   Offline Coaching Best for students who thrive in structured environments require real-time interaction and benefit from group dynamics
   Online Coaching: Ideal for self-motivated learnings those with time or location constraints and students who prefer flexible tech drive learning
   Ultimately the choice depends on the student's learning style and access to resources both formats have their strengths and can lead to strong academic performance when utilized effectively
   2) Evaluate Engagement Levels: To evaluate engagement levels in an online and offline aptitude coaching class you can consider the following dimensions
   A)   **Participation:**
   Online check metrics like the number of questions asked in live sessions engagement in chat featured participation in polls of quizzes and assignments submissions
   Offline: Observe class participation during discussion frequency of student questions and responsiveness during problem-solving activities

   B) Attendance:

   Online: monitor attendance in live sessions webinar logs or access frequency for recorded

lectures

Offline: Track physical attendance and punctuality at classes

C) **Retention of Knowledge :**
Online: assess through periodic online quizzes progress in mock test or gamified learning tools
Offline: use tests and on the spot questioning to gauge understanding

D) **Feedback :**
Online: Analyse survey responses about courses content teaching methods and technical support
Offline: conduct informal or formal feedback sessions and observe body language during classes

E) **Interaction with Peers and Instructors:**
Online: measure group activity in forms study groups or collaborative platforms like google docs or slack
Offline: assess student collaboration in group tasks projects or during breaks

F) **Progress Tracking :**
Online: track metrics like time spent on the platform number of lessons completed and progress in practice exams
Offline: use manual tracking tools or observe individual improvement through worksheets and instructor evaluation

G) **Adaptability and Comfort:**
Online: Analyse complaints or technical issues raised and how students adapt to the digital tools used
Offline: gauge how comfortable student feel in the classroom environments such as seating arrangements and overall atmosphere
Would you like help designing specific tools surveys or tracking systems to evaluate effectively?

3) Measure Learning Satisfaction. To measure learning satisfaction in online and offline aptitude coaching classes you can use a combination of quantitative and qualitative methods below is a detailed approach

A) Surveys and Questionnaires: Design surveys to evaluate various aspects of satisfaction such as content quality teaching effectiveness engagement and infrastructure The teaching methods helped me understand the concepts effectively The class environment was conducive to learning I received timely and helpful feedback on my performance

B) Feedback Sessions
Online: conduct virtual focus group discussions or anonymous feedback forms to understand challenges with technology teaching styles or content delivery
Offline: use in persons groups discussion or suggestion boxes to gather insights

C) **Learning outcomes :** Compare test score quiz results or mock exams between online and offline students to assess whether they feel their learning needs are met
Ask student if the coaching class helped them achieve their goals

D) **Engagement Levels :**
Online: Measure satisfaction by tracking participation in live sessions engagement in forums and completion rates for tasks
Offline: observe attentiveness participation in discussion and willingness to ask question

E) **Instructor Quality**
Include specific questions about the instructor's communication skills ability to simplify complex topics and responsiveness to doubts

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Compare feedback for online and offline instructors to identity areas of improvement

F) **Infrastructure and Accessibility:**

Online: Evaluate satisfaction with internet reliability platform usability and availability of recorded sessions

Offline: assess satisfaction with classroom seating lighting and access to learning materials like books or notes

G) **Overall value** : Ask students if they feel the program was worth the time effort and money they invested

Example questions do you feel you are better prepared for aptitude test after attending this class

5) **Identify Key Influencing Factors:** Key influencing factors for online and offline aptitude coaching classes can be categorized into various aspects here's a breakdown

A) **Accessibility and convenience:**

Online classes: flexible schedule and location independence

No commuting time or travel costs

Availability of recorded sessions for later review

Offline classes: Fixed schedule requires physical presence

Proximity to coaching canter's matters

B) **Cost**

Online Classes: generally cost effective due to reduced overhead expenses

Some platforms offer free or affordable content

Offline classes: higher fees due to infrastructure faculty and other operational costs

C) **Personal interaction:**

Online classes: limited face to face interaction with instructors and peers

Communication relies on chat video calls or forums

Offline classes: direct real time interaction with instructors and classmates

Easier to clarify doubts on the spot

D) **Teaching Quality:**

E) online classes: access to top quality educators globally

Quality may vary depending on the platform

Offline classes Relies on local faculty reputation of the coaching centre is crucial

F) **Learning Resources:**

Online classes: Digital resources like eBooks PDF videos and quizzes

Interactive tools like gamified learning and Al-driven insights

6) **Assess cost-Effectiveness:** cost-effectiveness assessment online vs offline coaching class

When comparing the cost-effectiveness of online and offline coaching classes we must consider factors like tuition fees additional costs learning effectiveness and convenience

Cost comparison:

Cost component	Online coaching	Offline coaching
Tuition fees	Generally lower due to reduced overhead costs	Higher due to infrastructure rent and utilities
Travel expenses	None	Significant for students commuting daily
Study material is	Often digital (lower cost)	Printed material is (a higher cost
Infrastructure	No cost for students (use personal devices)	Cost for classrooms utilities etc.
Miscall animus cost	Internet charges device maintenance	Commute hostel food uniforms (if applicable)

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2) Effectiveness and convenience.

Factor	Online coaching	Offline coaching
Flexibility	High self-paced learning possible	Fixed schedule
Interaction and double clearance	Limited often through charts or scheduled live session	Immediate and direct
Personal attention	Less unless in small online groups	More due to face to face interaction
Peer learning and motivation	Lower	Higher due to the physical presence of peers
Hands-on learning	Challenging for subjects requiring practical work	More effective for hands-on subjects

The objective of assessing the cost-effectiveness of online and offline coaching for aptitude and reasoning is to evaluate and compare the overall value of these two methods of coaching in terms of both financial investment and the outcomes achieved by students. The study typically focuses on the following key objectives:

1. **Cost Comparison**:
   - Determine the costs associated with both online and offline coaching methods, including fees, materials, infrastructure, and any hidden or indirect costs.
   - Evaluate whether online coaching is more affordable due to its flexibility, lack of physical infrastructure, or other factors, compared to offline coaching which may involve additional expenses like travel, venue rental, or printed materials.
2. **Effectiveness in Improving Aptitude and Reasoning Skills**:
   - Measure the effectiveness of both methods in enhancing students' aptitude and reasoning abilities. This could include assessing improvements in test scores, problem-solving skills, and the ability to apply reasoning in real-world situations.
   - Use standardized testing, surveys, or other metrics to assess learning outcomes for both online and offline participants.
3. **Access and Convenience**:
   - Analyze how accessibility and convenience impact the effectiveness of each coaching method. For example, online coaching may offer greater flexibility in terms of timing and location. In contrast, offline coaching might provide more direct interaction with instructors and peers, which could enhance learning for some students.
4. **Student Satisfaction and Engagement**:
   - Evaluate student satisfaction levels and their engagement with both methods of coaching. This could involve looking at factors like motivation, teacher-student interaction, perceived learning quality, and ease of communication.
   - Online coaching might have advantages in flexibility, but offline coaching could provide more immediate feedback and a sense of community, which can influence student engagement.
5. **Long-term Impact**:
   - Investigate the long-term effectiveness of both methods. Are the skills learned through either mode of coaching sustained over time? Does one method produce more lasting results in terms of aptitude and reasoning development?

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6. **Scalability**:
   o Assess whether either coaching method is more scalable, meaning it can be offered to a larger number of students without significantly decreasing the quality of learning. Online coaching often has the advantage of reaching a larger audience due to its digital nature, while offline coaching might be limited by physical classroom capacity.
7. **Return on Investment (ROI)**:
   o Measure the ROI for students and educational institutions, which involves comparing the costs of each method to the learning outcomes and overall improvements in student performance. A higher ROI would suggest that a method provides more value for the money spent.

By conducting such a study, stakeholders (like educators, students, or policymakers) can make informed decisions about which coaching method (online or offline) is most efficient and beneficial for their specific needs, budget, and learning objectives.

Explore Flexibility and Accessibility: The objective of exploring **flexibility and accessibility** in the context of the **effects of online and offline coaching for aptitude and reasoning** is to understand how each mode of coaching impacts learners' ability to access content and learn effectively, based on different needs and circumstances. Here's a breakdown of what that objective entails:

1. **Flexibility in Learning**:
   o **Online coaching** often offers greater flexibility in terms of timing and location, as learners can access materials at their own pace and from anywhere with an internet connection. This is particularly helpful for students with varying schedules or those who need to balance studies with work or other commitments.
   o **Offline coaching**, on the other hand, typically follows a more rigid schedule (e.g., fixed class times and locations). However, some offline setups offer flexible course durations and personal interaction that online coaching may lack.
2. **Accessibility of Content**:
   o With **online coaching**, content can often be more accessible because of digital tools (e.g., recordings, PDFs, interactive exercises). Learners with disabilities, for example, may find online platforms equipped with adaptive tools (screen readers, subtitles, etc.) that make learning easier.
   o **Offline coaching**, while it offers face-to-face interactions, may limit accessibility in terms of availability. For those in remote areas or with mobility constraints, attending offline sessions can be challenging or even impossible.
3. **Inclusive Learning**:
   o Online coaching can cater to diverse learners, including those from various backgrounds, locations, and learning preferences. Being online, it often allows a broader audience to access high-quality learning materials that they might not be able to find in their immediate surroundings.
   o However, **offline coaching** might be more effective for those who prefer personal interaction, structured environments, and a more direct, hands-on approach to learning, particularly when learners benefit from more immediate feedback.
4. **Costs and Time Investment**:
   o Online coaching might be more cost-effective as learners don't need to travel, and materials may be available for a lower price or even for free. However, it may come with technical barriers (e.g., requiring good internet connectivity or devices).

o **Offline coaching** typically incurs additional costs for travel, physical materials, and sometimes higher tuition fees. However, the personal nature of offline coaching can justify these expenses for some learners.

By investigating the flexibility and accessibility of both online and offline coaching, you can evaluate which method or a combination of methods is most effective for different types of learners, ensuring that aptitude and reasoning skills are developed efficiently and inclusively.

Recommend Optimal Learning Models. The objective of **recommending optimal learning models** in the context of **the effects of online and offline coaching for aptitude and reasoning** is to identify and suggest the most effective approaches for teaching aptitude and reasoning skills, based on the comparison of online and offline coaching methods. Here's a detailed breakdown of what this objective involves:

1. **Identify Key Strengths of Online and Offline Coaching**:
   o Online and offline coaching both have their strengths and limitations in terms of teaching aptitude and reasoning. The goal is to evaluate these strengths (e.g., online flexibility, offline personal interaction) and recommend a model that maximizes the benefits of each method while addressing their weaknesses.
   o For example, online coaching might excel at delivering content to a wide audience at a low cost, while offline coaching could offer immediate, personalized feedback that enhances comprehension for certain learners.
2. **Customized Learning Experience**:
   o Different students have different learning styles (e.g., visual, auditory, kinaesthetic). The objective is to recommend learning models that tailor the teaching approach to individual needs.
   o In this case, you might suggest hybrid models (blended learning) that combine both online and offline methods to cater to various learning preferences and reinforce key concepts through diverse formats. For instance, online lessons could cover theory, while offline sessions provide practice and direct interaction.
3. **Maximize Effectiveness and Retention**:
   o The optimal learning model should increase the effectiveness of teaching aptitude and reasoning. This means recommending a structure that supports active learning, critical thinking, and better retention of concepts.
   o For example, you might suggest integrating interactive online tools (quizzes, games, and simulations) with the problem-solving sessions or group discussions in offline settings to help reinforce learning and provide real-time practice.
4. **Address Accessibility and Flexibility Needs**:
   o When recommending an optimal model, it's important to consider accessibility for different groups of learners. The model should cater to those who may face barriers to traditional offline coaching, such as geographical limitations, financial constraints, or other personal challenges.
   o A hybrid model that incorporates both online flexibility (allowing learners to study on their own time) and offline components (providing face-to-face mentorship or group collaboration) could be suggested for greater accessibility.
5. **Provide a Balanced Approach for Skill Development**:
   o Aptitude and reasoning skills require both theoretical understanding and practical application. The recommended model should integrate both, offering students the opportunity to understand key concepts in online settings while applying them in

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offline settings through practice tests, workshops, and real-world problem-solving scenarios.

o   This approach could help reinforce the idea that the optimal learning model supports both the theoretical and practical sides of skill development, ensuring well-rounded growth in aptitude and reasoning.

6. **Support Continuous Feedback and Improvement**:
   o   Continuous feedback is essential for improving students' aptitude and reasoning skills. An optimal model should incorporate both real-time feedback (in offline settings) and digital tools that allow for automated feedback and self-assessment (in online settings).
   o   For example, online quizzes could provide instant feedback on a learner's performance, while offline sessions could allow for more detailed, individualized feedback from instructors or peers.

7. **Consider the Scalability and Cost-effectiveness of the Model**:
   o   Finally, the optimal model should be scalable and cost-effective. This means recommending a solution that can reach a large number of learners without sacrificing quality.
   o   Blended learning or flipped classroom models might be ideal here, as they combine online and offline methods to provide a more affordable and scalable solution while still maintaining high educational standards.

In essence, the goal of recommending optimal learning models is to identify approaches that combine the best features of online and offline coaching to create a comprehensive, flexible, and effective learning experience for aptitude and reasoning. By doing so, you ensure that learners are receiving the best possible support tailored to their individual needs and circumstances.

Cancelation:

In conclusion, the study on the effects of online and offline coaching for aptitude and reasoning highlights both the advantages and challenges of each method. Online   coaching offers flexibility, accessibility, and convenience, allowing students to learn at their own pace and from anywhere, which can be especially beneficial for those with time constraints or living in remote areas. However, it may lack the personalized attention and interactive engagement that offline coaching provides.

On the other hand, offline coaching tends to offer a more structured environment with immediate feedback, direct interaction with instructors, and peer collaboration, which can enhance understanding and motivation. The face-to-face interaction fosters a more focused learning atmosphere, but it may not be as accessible for those with busy schedules or those living in distant locations.

Ultimately, the effectiveness of both methods depends on the learning style of the individual. A blended approach, combining both online and offline elements might provide the most balanced and effective learning experience, offering the flexibility of online learning with the engagement and structure of offline coaching. Further research and personalized assessments could help refine these methods for optimized learning outcomes.

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Some important survey questions on the topic

https://docs.google.com/forms/d/e/1FAIpQLSe9D5-emNTuRHW3VhP-ObxxNvtU_W8t2nXRD8gvw7TCmzi19A/viewform?usp=header

1) **Have you ever attended coaching classes for Aptitude and Reasoning class**?
   a) Yes
   b) No

2) **Which platform do you use for online coaching?**
   a) Zoom
   b) google meet
   c) youTube
   d) Dedicated Coaching app (e.g BYJU's Unacademy)
   e) Other please specify ☑

3) **How would you rate the effectiveness of online coaching in improving your Aptitude and Reasoning skills?**
   a) Very effective
   b) Effective
   c) Neutral
   d) Ineffective
   e) Very ineffective

4) **What are the advantages of online coaching that you have experienced? (Choose all that apply)**
   a) Flexible schedule
   b) Access to recorded sessions
   c) No commute required
   d) More affordable
   e) Personalized attention
   f) Other (please specify)

5) **Which method do you prefer for your future Aptitude and Reasoning preparation?**
   a) Online coaching
   b) Offline coaching
   c) Combination of both

6) **Which medium (online or offline) is more effective for improving aptitude and reasoning skills?**

   A) Online coaching is more effective due to flexibility and convenience.

   B) Offline coaching is more effective because of personal interaction with instructors.

   C) Both online and offline coaching methods are equally effective.

   D) Neither online nor offline coaching has a significant impact on aptitude and reasoning skills.

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7. What factors influence the choice of online or offline coaching for aptitude and reasoning preparation?

A) Accessibility of resources (internet connection for online, transportation for offline).

B) Personal preference for face-to-face interaction or online learning.

C) Availability of expert instructors in both mediums.

D) Affordability and cost of coaching services.

8) How do students perceive the effectiveness of online coaching compared to offline coaching for aptitude and reasoning subjects?

A) Students feel online coaching provides more flexibility and convenience for self-paced learning.

B) Students find offline coaching more interactive and engaging.

C) Students believe online coaching lacks the personal touch that offline coaching offers.

D) Students are indifferent between online and offline coaching based on their experiences.

9) Which of the following is a key benefit of online coaching for aptitude and reasoning?

A) Availability of recorded sessions for review.

B) Real-time feedback from instructors.

C) Interaction with a community of learners.

D) Increased cost-effectiveness.

10) Which of the following is a key benefit of offline coaching for aptitude and reasoning?

A) Face-to-face interaction leads to personalized learning.

B) Immediate clarification of doubts during sessions.

C) Opportunity for hands-on practice and mock tests.

D) More structured and disciplined learning environment.

11) Which challenges do students face with online coaching for aptitude and reasoning preparation?

A) Technical issues such as poor internet connection or software malfunctions.

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B) Lack of motivation due to the absence of direct supervision.

C) Limited opportunities for real-time discussions with peers and instructors.

D) Difficulty in adapting to a self-paced learning model.

12) **What challenges are associated with offline coaching for aptitude and reasoning?**

A) Fixed schedule and less flexibility in managing time.

B) Higher costs related to transportation and coaching fees.

C) Limited access to study materials outside of class hours.

D) Lack of individual attention due to the size of the class.

13**) Which of the following learning aspects is likely better addressed in offline coaching for aptitude and reasoning?**

A) Personal motivation and discipline.

B) Interactive problem-solving sessions with instructors.

C) Access to digital resources like practice tests and quizzes.

D) Learning at one's own pace.

14**) Which of the following best describes the effectiveness of online coaching for aptitude and reasoning in terms of student performance**?

A) Students perform better due to the ability to access materials anytime.

B) Students perform worse because of distractions and lack of accountability.

C) There is no significant difference in performance between online and offline coaching.

D) Online coaching tends to improve scores by offering varied resources and practice tests.

15. **How do students feel about the interaction and engagement in online coaching for aptitude and reasoning?**

A) They feel more engaged with multimedia content and interactive tools

B) They feel disconnected from the instructor due to limited face-to-face interaction.

C) They find it challenging to stay engaged without the physical classroom environment.

D) They enjoy the ability to interact with peers via forums and chat rooms.

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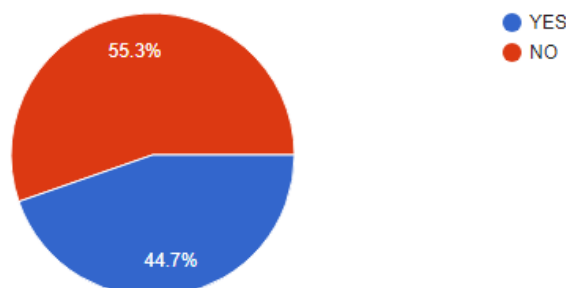
According to this survey report, 44.7% of the students attended classes any 55.3% of students did not attend the classes from this survey we can understand that aptitude and reasoning are most important to entrance and Meany of competitive exams but in this geographical area people are not giving that much of importance becaue of this reason successive people are very less.
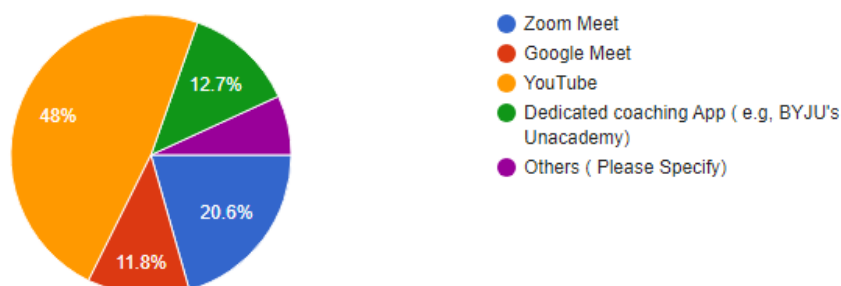
In online coaching class platforms YouTube 48% more popular because in YouTube all topic-recorded video may available and a large number of people know about YouTube this application is very easy to assess and watch and other application like Zoom Meet is for the only meeting purpose and live telecast more number of student are not use that but this zoom meet is very good for the online coaching classes and meeting point of view there is no disturbance and all and next is Google meet is all so good for the meeting and live classes like zoom meet . comparing to this two application YouTube is more popular in this reason

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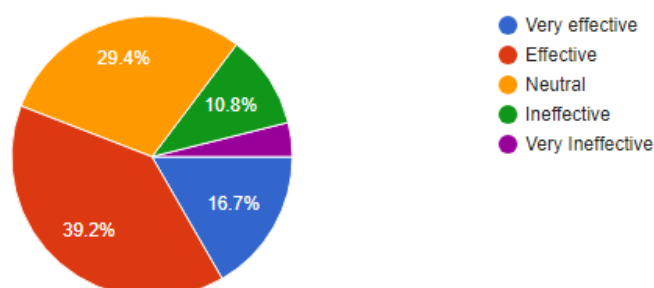
This question is for the checking the quality of the online classes among this option many of the student give the good response like effective is there and money of the student gave the neutral responded it means that there is no good and bad responded and 16.7% of the student gave very effective responded it good symbol to liking online student. According to this survey report student are move from offline to online classes because of the many advantage like easy to assess and very less cost unlimited timing recorded option and all its very good to globalize the student.
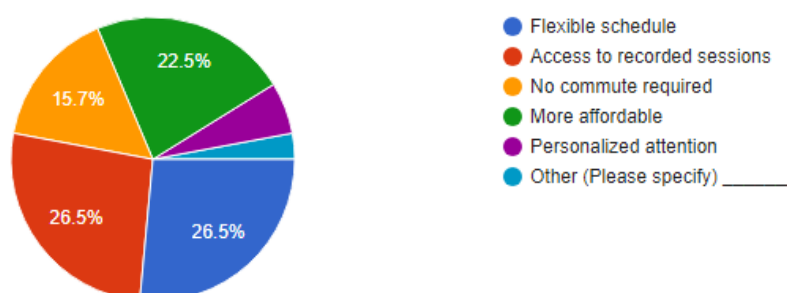
This question is based on the advantages of the online coaching classes how we are all moving from the offline to online coaching the same way that many of the advantages looking in the online and due to advance in technology its very easy to use and saving the time and money also. 26.5% of the student given the response flexible schedule and access to recorded sessions and 22.5% of the student told that more affordable yes it is right due to online class's money of the economical weak student is also started to preparation about the UPSC and other top job post earlier it was costly for purchasing book

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and coaching classes fee but now throw the technology book and some online classes are taking at the free of cost . this is the big advantage of the technology.
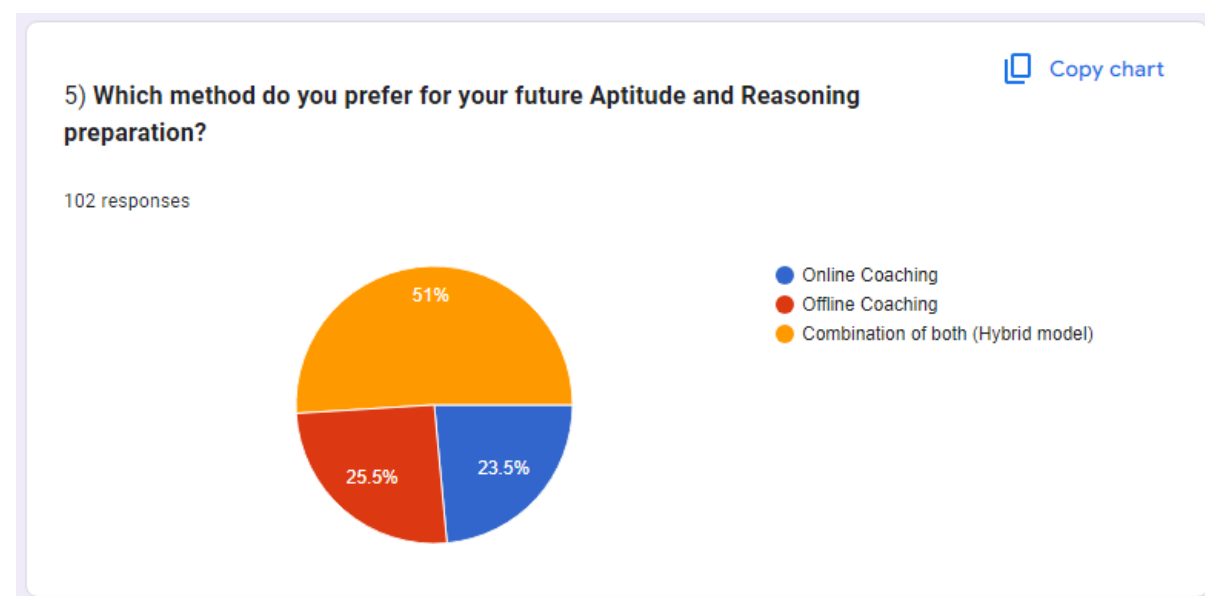

This question was very challenging to student because one side is growing technology and there advantage but for the aptitude and reasoning subject may not be learn good in online because in this two subject requited lot of practice and student may asked more queries and some time teacher must be ask to student whether understood or not . so for that combination of both hybrid mode is very good for the student to learn aptitude and reasoning subject and its good to students also and 51% of student give the good respond that is combination of both the classes
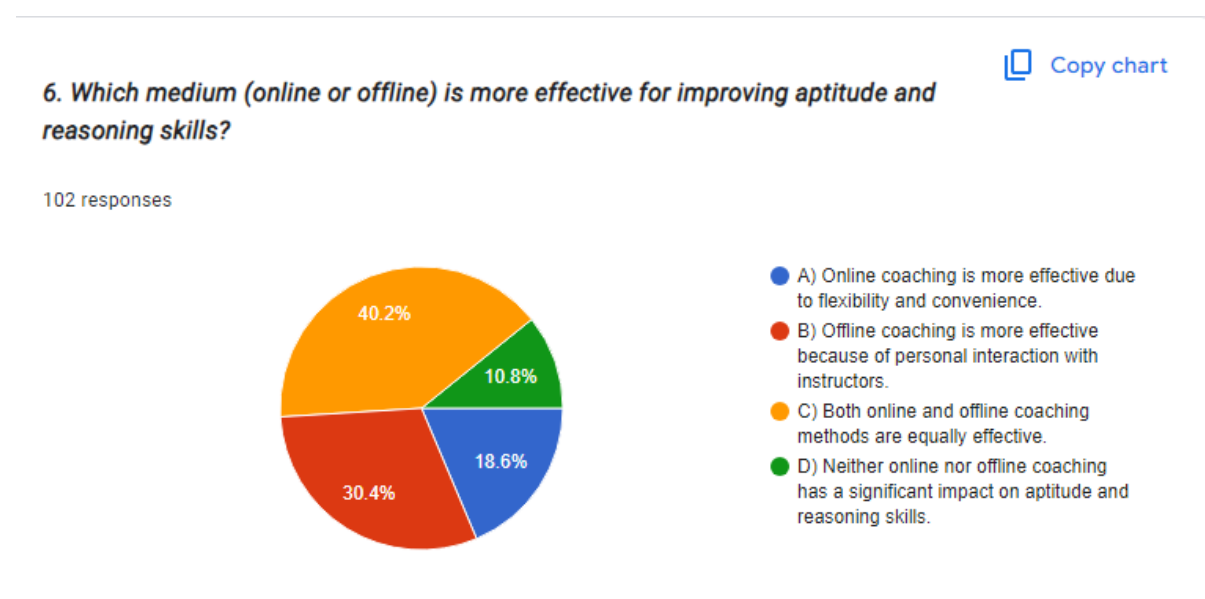
This question are based of comparison of online and offline classes it is important to our survey also 40.2% of the student are satisfied on both online and offline coaching methods its true also because student need both help to online and offline. Combination of both is very good for the student then only student may reach successes. 30.4% of the student are need for offline coaching is more effective yes it is true also because aptitude and reasoning
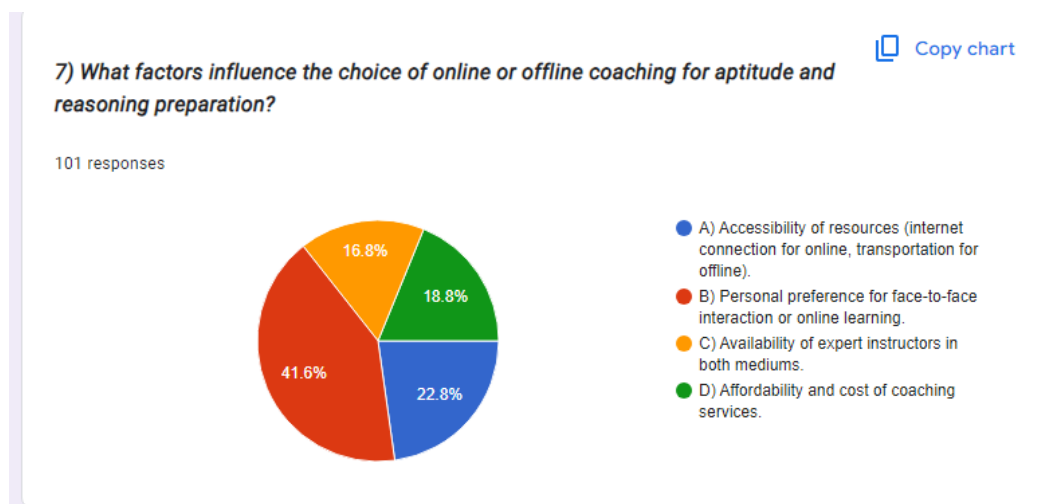
One more very important to the survey question that was which factors may influence to coaching class 41.6% of the student influence for the personal preference for the face-to-face interaction or online learning and very good for the student and nowadays student wanted to attend the class from their home student do not want to go to offline class .Because of save the money and time . 22.8% of the student accessibility of resources internet and connection for online transportation for offline and the same way that 18.8% and 16.8% of the student affordability and cost of coaching services and personal preference for face-to-face both mediums respectively.
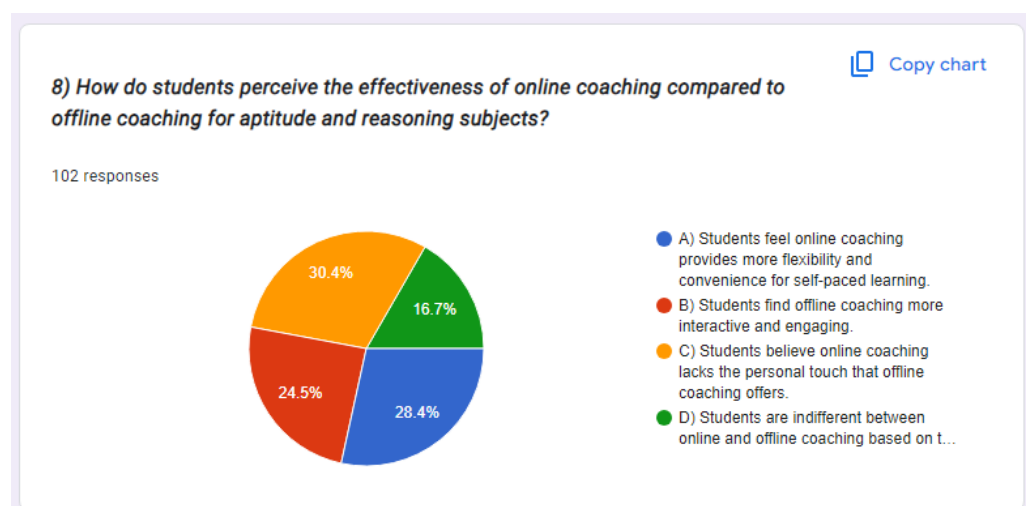
This question for the comparing of offline and online classes how do students perceive the effectiveness of online coaching compared to offline coaching for aptitude and reasoning subjects all % of opinion not much different in data. That is 30.4% of the student said that students find offline coaching lacks the personal touch that offline coaching offers and 28.4% of student feel online

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coaching provides more flexibility and convenience for self-paced learning and 24.5% and 16.7% of the student told that find offline coaching more interactive and engaging and are indifferent between online and offline coaching based n it respectively.
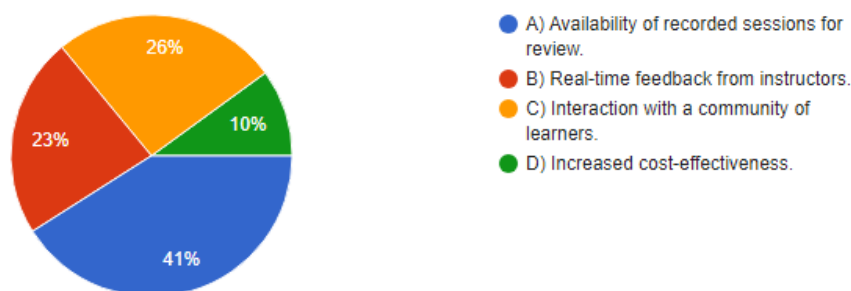

This question is for only based on online learners. Which key benefit of online coaching for aptitude and reasoning but here opinion are like this 41% and the student told availability of recorded session for review due to some personal work are other thing student may not be attend at right time so for they need to attend class later. Student likes to watch again and again or watch when student got free time and 26% of the student interaction with a community of learners. 23% of the student real-time feedback from instructors it means that student need fast respond to their queries at any time any where
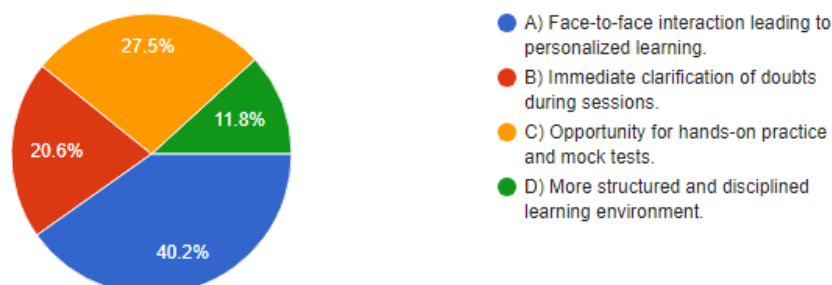

This question for the offline coaching lovers because of benefit of offline coaching for aptitude And reasoning 40.2 % of the student said that face-to-face nitration leading to personalized   learning and

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27.5% of the student opportunity for hands-on practice and mock tests . 20.6% and 11.8% of the student immediate clarifications of the doubts and during sessions and more structured and disciplined learning environment respective opinion on the given diagram
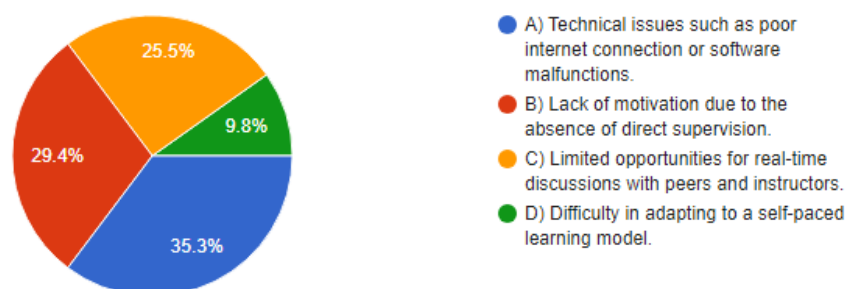

Its very interesting question for the students which challenges do students face in online coaching 36.3% of the student technical issues such as poor internet connection of software malfunctions problem they face in online coaching yes it is common and 29.4% of student face lack of motivation due to the absence of direct supervision yes in online teacher may not be do motivate to much due to lack of time and network problem . 25.5% of the student face the problem on limited opportunities for real-time discussion with peers and instructors lastly only 9.8% of difficulty in adapting to a self-paced learning mood
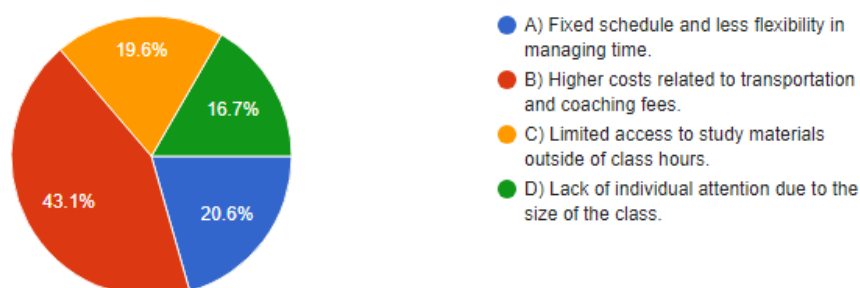

In this question for offline learning student about the problem in this challenges associated with offline 43.1% of the student higher costs related to transportation and coaching fees is too much yes comparing to online to true but much effective for the student 20.6% of the fixed schedule and less

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flexibility in managing time nowadays all are face to problem of managing the time in different task 19.6% of limited access to study materials outside of the class hours yes its true in less money and less fee cannot be manageable and finally 16.7 % of the student lack of individual attention due to the size of the class.
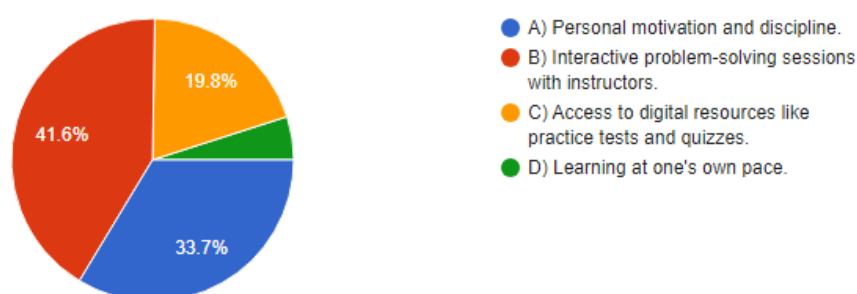

This question is based of which is good thinks in offline coaching which aspects is likely addressed in means that 41.6% of the student said interactive problem –solving sessions with instructors yes because aptitude and reasoning is like that only need time to solving the problems. 33.7% of the personal motivation and discipline yes its also part of the life and learning much need for young generation 19.8% access to digital resources like practice test and quizzes.
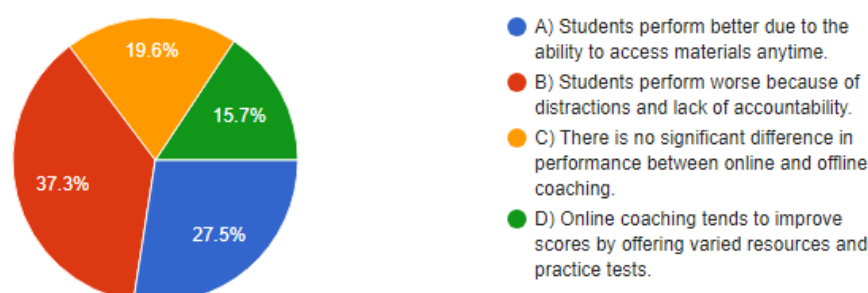

This question are based on online best describes the effectiveness of online coaching : among this option 37.3% of the student told students perform worse because of distractions and lack of

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accountability yes its true. 27.5% students perform better due to the ability to access materials anytime yes due to the technology advantage we can share the notes at free of cost and this one we can read at any time any where no is no any disadvantage on this
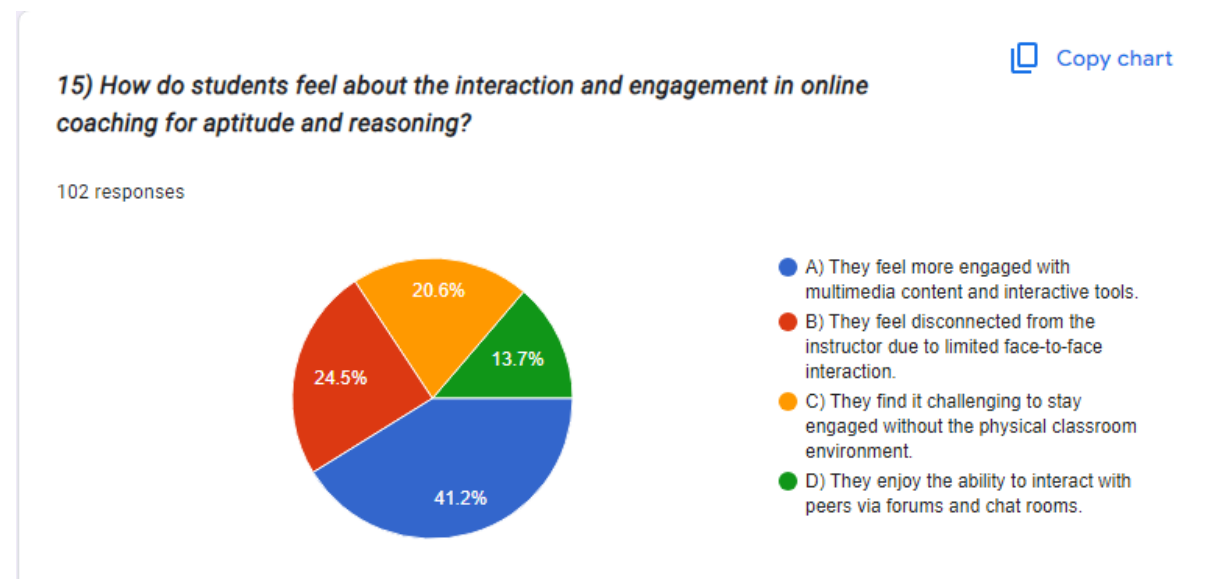
Final and last question of the survey that is how do student feel about the interaction and engagement in online coaching 41.2% they feel more engaged with multimedia content and interactive tools 24.5% they feel disconnected from the instructor due to limited face-to-face interaction 20.6% of the student given they find it challenging to stay engaged without the physical classroom and finally 13.7% of the student told they enjoy the ability to interact with peers via forms and chat rooms

LIMITATION:

1) Geographical   area is in kalaburagi district
2) Based on student survey report.
3) Data was from primarily and secondary and some practical opinions
4) Survey is on only 100+
5) This article is based on coaching class not all online and offline classes

CONCLUSION

- The comparative analysis of online and offline coaching for aptitude and reasoning reveals distinct advantages and challenges for both modes influenced by pedagogical approaches learner motivation and cognitive skill development here's s synthesized conclusion based on the finding from multiple studies and resources
- Effectiveness in cognitive skill development: online coaching excels in strengthening lower-order cognitive skill as evidenced by higher performance in multiple-choice questions in aptitude test platforms like unacademy and courser offer structured interactive resources for quantitative aptitude and reasoning enabling learner to revisit materials and practice at their own pace
- Offline coaching fosters higher-order cognitive skills through direct teacher student interaction and collaborative problem solving studies indicate that offline environments

better support case study analyses and nuanced logical reasoning particularly for high achieving students

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