

REVIEWER'S REPORT

Manuscript No.: IJAR-55810

Title: Educational Use of Social Media by Distance Education Commerce Students in Delhi: A Comparative Study.' '

Recommendation:

Accept as it is

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity		✓		
Significance		✓		

Reviewer Name: Abdul Hameed Shah

Reviewer's Comment for Publication.

Overall Assessment

The manuscript presents a comprehensive and empirically grounded examination of the educational use of social media among distance education commerce students in Delhi, with a comparative focus on IGNOU and the School of Open Learning, University of Delhi. The study addresses a relevant and timely issue, particularly in the context of increasing digitalization of higher education and the growing reliance on social media platforms for academic support in distance learning environments. The paper contributes meaningfully to the existing literature on social media-based learning by offering institution-specific insights and comparative analysis.

Strengths

The study demonstrates clear objectives and a well-defined scope. The use of primary data collected from a balanced sample of students from both institutions strengthens the reliability of the comparative analysis. The manuscript provides detailed descriptive statistics that effectively illustrate students' familiarity, usage patterns, preferred platforms, time spent, and perceptions regarding social media as a learning tool. The identification of YouTube and WhatsApp as dominant educational platforms is particularly relevant for understanding contemporary learning preferences. Additionally, the discussion of challenges such as digital fatigue, misinformation, and lack of structured learning adds practical value to the study.

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Areas for Improvement

Minor revisions are recommended to enhance the overall quality of the manuscript. The language and presentation require careful proofreading to correct grammatical errors, repetition, and inconsistencies in formatting. Some sections, particularly in the data analysis and interpretation, are overly descriptive and could be condensed to improve readability. Greater integration of findings with existing literature in the discussion section would strengthen the analytical depth of the paper. Furthermore, a brief justification for the use of convenience sampling and its limitations should be acknowledged to improve methodological transparency.

Significance and Contribution

The manuscript offers valuable insights into how social media supports academic engagement among distance-mode commerce students and highlights institutional variations in usage and perception. The findings have practical implications for educators, administrators, and policymakers seeking to integrate social media more effectively into distance education frameworks. With minor revisions, the study has the potential to make a useful contribution to research on digital learning and social media-assisted education in the Indian context.