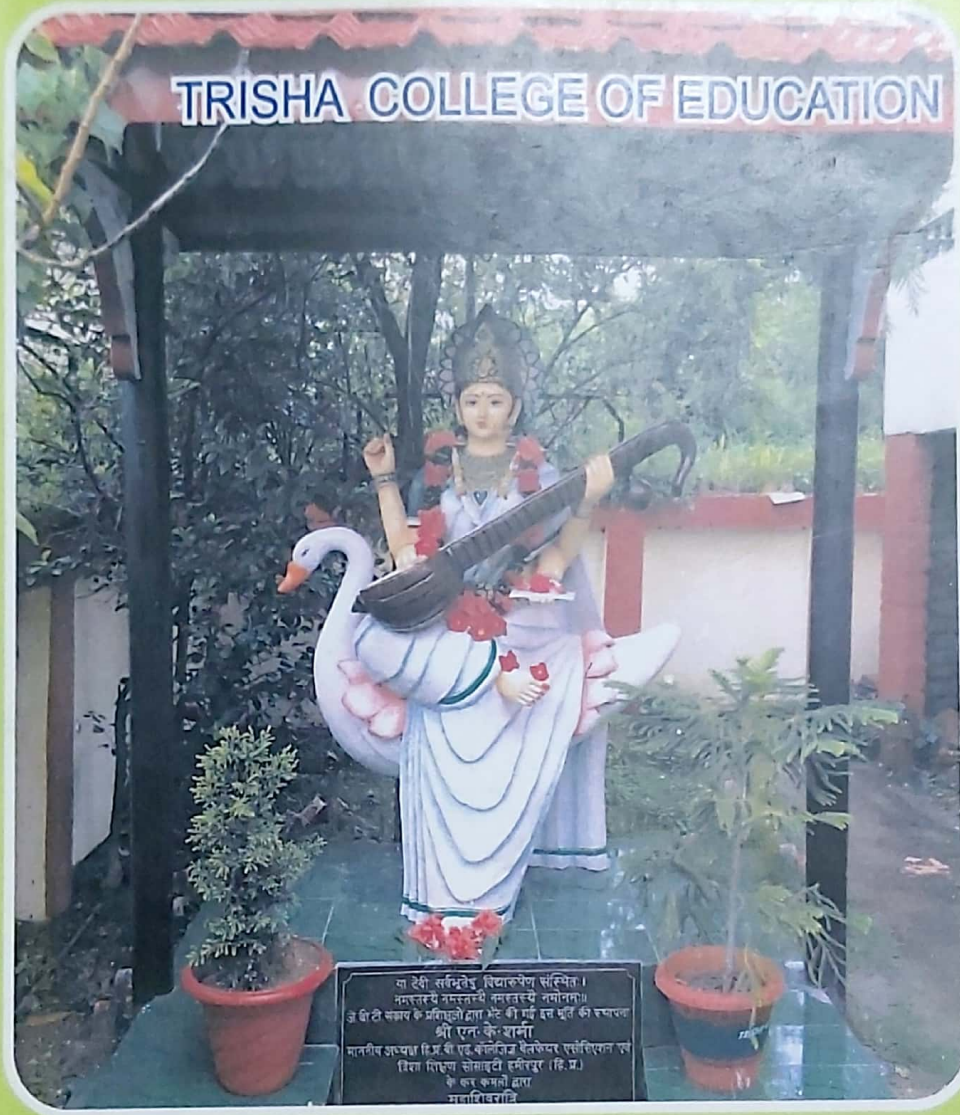


TJER Vol -5, No-2

ISSN: 2454-793X

Trisha Journal of Educational Research



Vol -5 No-2 Dec. 2019



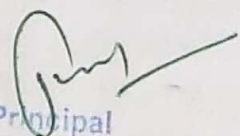
(A Half Yearly Peer-Reviewed & Refereed National Journal)

www.trishacollege.com

trishacollegehmr@yahoo.co.in

CONTENTS

Sr. No.	Title	Page No. (S)
Chief Editor's Page.....		
Articles.....		
01.	Experiential Learning: A Wake Up Call For Higher Education Dr. Niharika Panda	01-11
02.	Teaching-Learning Management In Multi-Grade And Multi Ethnic Educational Settings Dr. Dipti Kanta Padhi	12-22
03.	Use of Internet And Its Impact on Academic Achievement Among Post -Graduate Students Kyntiewhunlang Iyngkhoi	23-37
04.	A Study of Teaching Aptitude of Secondary Level Teacher Trainees. Dr. Pooja	38-45
05.	Proficiency Development Among Tribal Women Daiamonlang Shadap	46-54
06.	Using New Media And Mode Dr. S.C. Subudhi	55-62
07.	Examination For Value Organization In Higher Education: An Introspection Dr. Manisha Mohanty	63-70
08.	Online And Blended Learning In Higher Education Dr Jayashree Samantaray	71-83
09.	Use of Information and Communication Technology in Education Santosh Kumar	84-91


 Principal
 Trisha College of Education
 THAIN Distt. Hamirpur (H.P.)

Abstract

The physical "brick and mortar" classroom is starting to lose its monopoly as the place of learning. Online learning is one of the fastest growing trends in educational uses of technology. The Internet has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning outcomes while combating the reduction in resources, particularly in higher education. It is imperative that researchers and educators consider the effectiveness of online learning compared to traditional face-to-face format and the factors that influence the effectiveness of online courses. Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television, and videoconferencing. Earlier studies of distance learning reported overall effect sizes near zero, indicating that learning with these technologies, taken as a whole, was not significantly different from regular classroom learning in terms of effectiveness. Blended learning represents a learning model that combines both formal (traditional classroom) and non-formal (online courses) methodologies. Blended learning represents a model that integrates technology to boost learning and deliver business impact. This paper is the evidence of the effectiveness of online and blended learning.

Key words: online learning, blended learning and higher education,

Introduction

The physical "brick and mortar" classroom is starting to lose its monopoly as the place of learning. The Internet and the World Wide Web have made significant changes to almost all aspects of our lives ranging from a global economy, personal, and professional networks to sources of information, news, and learning. The Internet has made online learning possible, and many researchers and educators are interested in online learning to enhance and improve student learning outcomes while combating the reduction in resources, particularly in higher education. Moreover, there have also been increases in demand for online learning from students from all walks of life. Given the exponential—some would say precipitous—growth of online education and its potential in higher education, it is imperative that researchers and educators examine the effectiveness of online learning in educating students compared to traditional face-to-face learning. Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). Blended learning and purely online learning are considered to be online learning as much of the literature compares these two formats against the traditional face-to-face. Purely online courses are courses delivered entirely over the Internet, and blended learning combines traditional face-to-face classes, learning over the Internet, and learning supported by other technologies.