

TABLE OF CONTENTS

Sr.No	Content	Page No.
	List of Tables	
	List of Figures	
1.	CHAPTER -1 INTRODUCTION	1-34
	1.1 Types of Higher Educational Institutions in India	2
	1.2 Emergence of New Types of Higher Education	3
	1.3 Paradigm Shift from Teacher-centred Learning to Student Centred Learning	3
	1.4 Benefits of Student Centred Learning	6
	1.5 History of E-Learning	9
	1.6 Characteristics of Online Learning 1.6.1 Is an online course alternative of chalk and talk method? 1.6.2 Can online course replace teacher in class room?	10
	1.7 Need for Online Teaching and Learning	12
	1.8 Benefits of Online Learning	12
	1.9 Challenges and Issues of Online Learning for Higher Education	13
	1.10 Challenges of E-Learning According to Organisational Perspective	14
	1.11 UNESCO and Sustainable Development Goal Four focusing on Blended learning as initiative for Quality of Education	16
	1.12 Few Notable Initiatives By The Indian Government (Ministry Of Human Resource Development	19
	1.13 Importance of Online Content Development	20

	1.14 Evolution of online earning Standards	20
	1.15 Types of Content-Authoring Tools for Online Course Development	21
	1.16 Models of Online Course Development	22
	1.17 Characteristics of Online Course Development	27
	1.18 Need of an Online Course for the students of Family and Community Sciences/ Home Science	30
	1.19 Need to Develop Online course on Introduction to Extension and Communication	31
	1.20 Objectives of the Study	32
	1.21 Null Hypothesis	33
	1.22 Assumptions of the Study	34
	1.23 Delimitation of the Study	34
2	CHAPTER: 2 REVIEW OF LITERATURE	35-65
	2.1 Factors Affecting the e-learning, Perceptions and Readiness of Students about e-learning	37
	2.1.1 Studies conducted in India	37
	2.1.2 Studies conducted in Abroad	43
	2.2 Development and Validation of E-content/ E-learning packages	49
	2.2.1 Studies conducted in India	49
	2.2.2 Studies conducted in Abroad	54
	2.3 Blended Learning Experiences in Higher Education	56
3	CHAPTER: 3 METHODOLOGY	66-115
	3.1 Population of the Study	67

	3.2 Sample of the Study	67
	3.3 Designing an Online Course	67
	3.3.1 Stage : I Identifying and Organising Content	68
	3.3.2 Stage : II Defining Instructional, Evaluation and Delivery Strategies	76
	3.4 Experimental Phase	104
	3.5 Scoring and Categorization	109
	3.6 Plan of Statistical Analysis	115
4	CHAPTER: 4 RESULTS AND DISCUSSION	116-162
	4.1. Demographic Profile	117
	4.1.1 Demographic Profile	
	4.1.2 Variablewise details of students according to their Usage of Computer and Internet, Exposure of ICT and Budget spent Internet	123
	4.2 Effectiveness of designed online course in terms of gain in knowledge of experimental group	126
	4.2.1 Overall Effectiveness of designed online course in terms of gain in knowledge of experimental group	126
	4.2.2 Effectiveness of designed online course in terms of gain in knowledge of the students of experimental group in relation to selected variables	131
	4.3 Reactions of the students from the experimental group about the designed online course	151
	4.3.1. Reactions towards the unique features of designed online course, helped students learn better from online course	151
	4.3.2 Reaction towards different aspects of the designed online course	155

	4.3.3 Reactions towards the problems faced while learning through the designed online course	159
	4.3.4 Suggestions of the students of experimental group to make designed online course more effective	161
	4.4 Conclusion	162
	4.5 Suggestions	162
5	CHAPTER-5 SUMMRY	164-225
	5.1 Introduction	164
	5.2 Review Of Literature	184
	5.3 Methodology	186
	5.4 Major Findings	218
	Cited Literature	226-241
	Bibliography	242
	Webliography	243
	Appendices <ul style="list-style-type: none"> • Research Tools • e-content of Online Course <ul style="list-style-type: none"> ○ Text ○ Test ○ Reference Web / Video links ○ References ○ Extra reading material ○ Important terms to remember ○ Question Bank 	