

Effectiveness of Blended Learning on Cognitive and Affective Learning Domains

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Abstract: *The integration of Information and Communication Technology (ICT) into conventional teaching practices has given rise to the concept of Blended Learning—an educational model that merges in-person classroom instruction with digital learning components. This paper examines the impact of blended learning on both cognitive and affective dimensions of student development by analyzing secondary sources, including scholarly research, institutional reports, and theoretical frameworks. The review indicates that blended learning substantially improves cognitive skills such as critical thinking, comprehension, and knowledge retention. Simultaneously, it nurtures affective qualities like motivation, active participation, and a more positive outlook toward the learning process. Overall, the study affirms that blended learning represents an effective and forward-looking pedagogical strategy suited to the evolving demands of 21st-century education.*

Keywords: Blended Learning, Cognitive Domain, Affective Domain, ICT, Motivation, Educational Psychology