

A STUDY ON BLENDED MODE OF LEARNING

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ABSTRACT

Today's world is completely a virtual world where virtual currencies and online education, online medical services are available. Due to covid situation the entire world has adapted the online education system which was really a drastic change in India where the traditional classroom method was followed. India has moved a step towards digitalisation not only in banking but also education system through online portals like SWAYAM, ATAL etc., Anyhow private sectors like BYJUS, UNACADEMY, YOUTUBE coaching channels were following the online method even prior to covid. According to the New Education Policy, it is recommended to the education system to follow a blended mode of learning where online and offline modes of learning are both used in the education system. This study focuses on the responses of parents, teachers and students' awareness towards a blended mode of learning, their opinion on code and conduct of blended mode and also their satisfaction towards online learning. Research design is descriptive in nature. The sampling technique used is non probability judgment sampling. A well structured questionnaire has been used to collect the primary data from respondents. Percentage method, pie-charts, bar graphs has been used for analysis.

Keywords: Online learning, blended mode of learning, New education policy, classroom learning

INTRODUCTION:

BLENDED MODE OF LEARNING:

Blended learning, also known as b-Learning. It is a combination of offline and online instruction where students interact with the teacher, material, and other students through both a physical classroom and an online platform. It is also known as hybrid learning. Blended learning means a teacher follows both traditional methods and also uses digital tools. Teaching a large number of people by one educator is the important advantage of blended mode. Blended means combining computers with traditional classroom teaching, it can also be called reverse teaching, flip teaching, backwards classroom or reverse instruction. Computer based learning has brought a lot of exposure to the students towards the internet, technology which is knowledge gaining and enhancing skills.

Eight countries are leading the way to online education According to the ICEF monitor. Out of which India is one. The other top countries are the US, China, South Korea, Malaysia, UK, Australia, South Africa.

Some of the types under Blended Learning are

- **Lab Rotation Blended Learning:** The Lab Rotation mode of Learning is allowing students to make use of existing computer labs with flexible scheduled arrangements.
- **Remote/Enriched virtual Blended Learning:** In Enriched Virtual blended learning, completing online coursework will be focused by students where meeting with the teacher intermittently/as-needed.
- **Flex model of Learning:** In this model students are given assignments, tasks, group projects according to their needs and interest for which online learning is the backbone where students are working on curriculum courses and content that will develop a high degree of control in students for their learning. Where the teacher is just guiding in accomplishing the given task done by students using online platforms or individual ideology.
- **The 'Flipped Classroom' Blended Learning:** The most known version of blended learning is 'Flipped Classroom' which is one in which students are introduced to the content at home, and practice working on it at school supported by a teacher. In this manner, traditional roles are 'flipped.'
- **Mastery-Based Blended Learning:** Online and face-to-face learning both are used by rotating students based on the activities, assessments, projects based on the accomplishment of objectives. Assessment design is very important in any mastery-based learning experiences. This method is a little complicated and depends upon the mindset of the course designers.

ACCORDING TO THE NEW EDUCATION POLICY 2020-

- Point 23 Technology Use and Integration sub-point 24.3 states that Unless online education is blended with experimental and activity based learning it is treated as screen based learning with limited focus on the social, affective and psychomotor dimensions of learning.
- 24.4 point states that Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all the levels from schools to higher education this policy recommends the following key initiatives like Pilot studies for online education like IGNOU, NETF, CIET, NIOS etc., Digital infrastructure, online teaching platforms and tools like SWAYAM, DIKSHA, Two way audio visual interface models, Virtual labs, Addressing the Digital Divide, Training and incentives for teachers, online assessment and examination, blended mode of learning, laying down standards etc.,

LITERATURE REVIEW:

- **Jane Kenney Ellen Newcombe, Adopting A Blended Learning Approach: Challenges Encountered And Lessons Learned In An Action Research Study, Journal of Asynchronous Learning Networks, Volume 15: Issue 1.** This study concludes that blended learning results in a slightly higher score than non blended learning. So this recommends that blended mode will really add knowledge in students' learning.
- **Kintu, M.J., Zhu, C. & Kagambe, Edmond Kagambe: Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. International Journal of Education Technology in Higher Education 14, 7 (2017).** This study enlightens the outcome and effectiveness of blended learning based on dependent variables.

NEED OF THE STUDY:

The need of the study is to know the perception of Teachers, Students And Parents On The Blended Mode Of Learning Recommended By National Educational Policy-2020.

OBJECTIVES:

To analyze the satisfaction, result and impact of online learning from students, teachers and parents.

To know the awareness of the respondents towards new education policy recommendations on blended mode of learning.

To showcase the respondents proposals and opinions on blended mode of learning.

LIMITATIONS:

The scope of the study is limited to the netizens.

The study includes the perception of **164** respondents.

The study has been conducted within the time period of 45 days.

RESEARCH METHODOLOGY:

SOURCES OF DATA COLLECTION:

The data collected for the study includes primary and secondary data.

PRIMARY DATA: The primary data for the study was obtained by collecting the data from the teachers by a structured questionnaire with the help of Google form.

Google form questionnaire: <https://forms.gle/afMgnga6gdnvT4QaA>

Sample size : The sample size is **164** responses collected from the respondents who are students, teachers and parents.

SECONDARY DATA: The secondary data for the study was obtained from Websites.

TOOLS USED FOR ANALYSIS: Percentage analysis, Pie chart and Bar graph

DATA ANALYSIS AND INTERPRETATION:

DEMOGRAPHIC TABLE 1:

CATEGORY OF RESPONDENT		
Student	Teacher / Educator	Parent
70%	17%	13%

AGE GROUP				
15-20	20-30	30-40	40 & above	
55%	22%	11%	12%	
OCCUPATION				
Self employed	Govt employee	Private employee	Student	Homemaker
4%	2%	28%	66%	0%
EDUCATIONAL QUALIFICATION				
SSC	Intermediate	Undergraduate	Post graduate	Doctorate
2%	8%	51%	26%	3%
<u>INCOME PER ANNUM</u>				
0-250000	250000-500000	500000-1000000	1000000& above	
76%	17%	7%	0%	

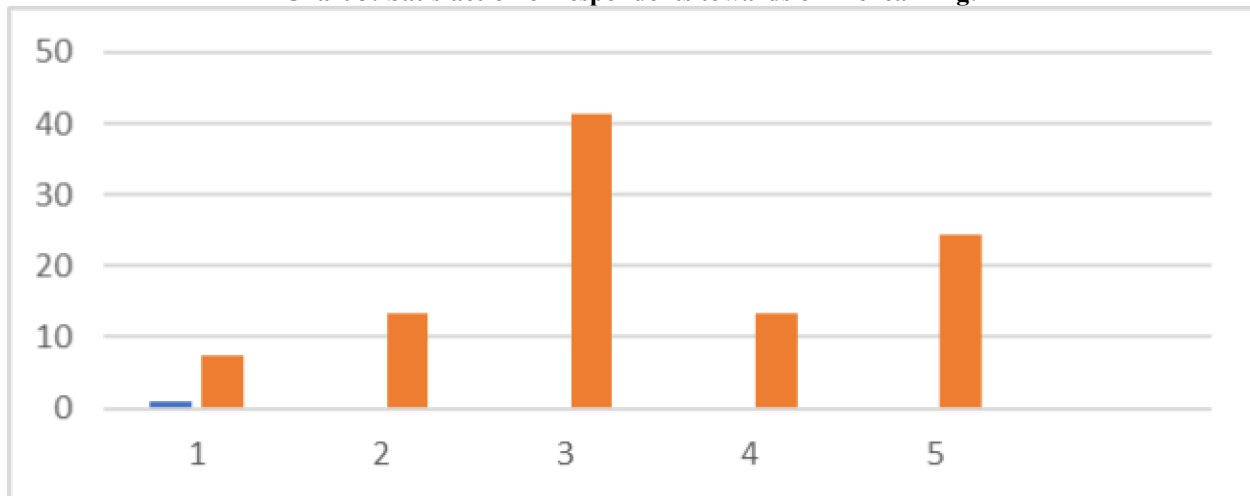
Respondents opinion on the following

Question	Yes	No
Awareness of respondents towards new education policy recommendations on blended mode of learning	61%	39%
Willingness to have blended mode of learning	72%	28%
Should there be a standard method of blended mode in all the institutions with respect to software and applications	78%	22%
Should there be a proper course given to all educational institutions with respect to technical support and online teaching	91%	9%
Along with new educational policy a proper new code conduct for conducting online classes must be issued in general to all the educational institutions	91%	9%

Was there any Impact of online mode on the students	Respondents %
Yes, they are having extra knowledge then academics	78%
No, they are becoming lazy depending upon google YouTube instead of books	22%

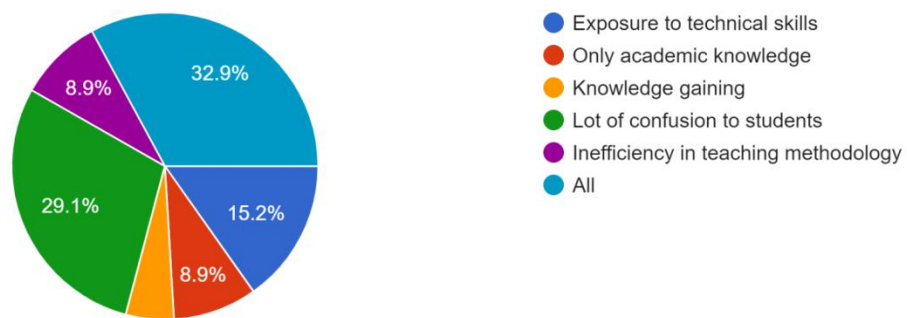
Can practicals like math, science can be taught on blended mode	Respondents %
Yes	17%
No	36%
Maybe	48%

Chart 3: Satisfaction of respondents towards online learning:



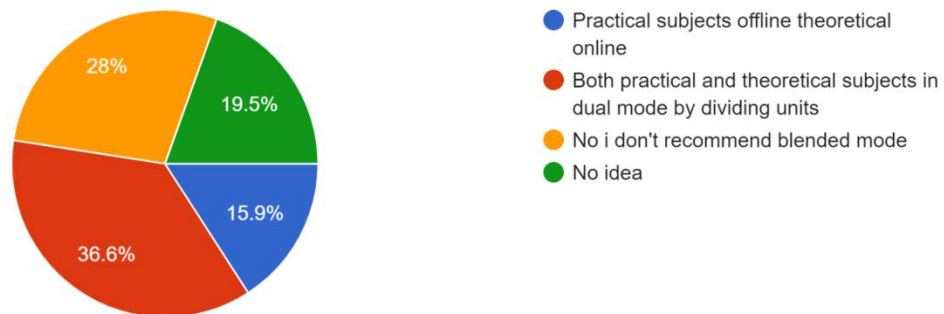
Interpretation : From the above analysis it is clear that linear scale has been used where 1 denotes highly satisfied and 5 denotes highly dissatisfied and maximum respondents i.e.41.8% are neutral on satisfaction of online learning during covid and the remaining 25.3% are highly dissatisfied.

Chart 4: Result of online learning:



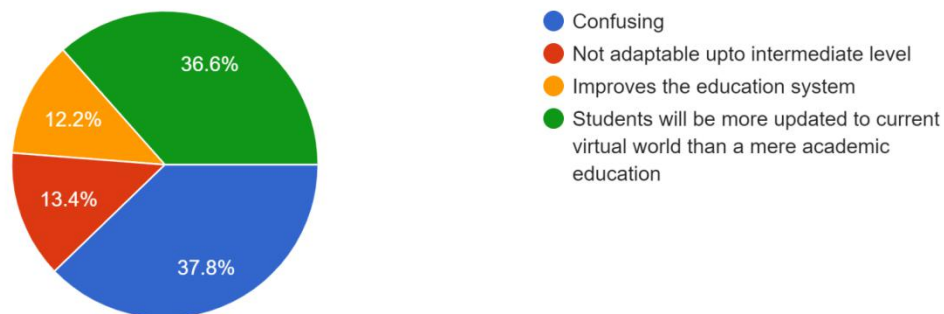
Interpretation : From the above analysis it is clear respondents i.e.32.9% are choosing option all, followed by a lot of confusion to students, exposure to technical skills, only academic knowledge and inefficiency in teaching methodology and remaining as knowledge gaining respectively.

Chart 5: Proposals from respondents on blended mode of learning:



Interpretation : From the above analysis it is clear that the majority of respondents i.e.36.6% are choosing both practical and theoretical subjects in dual mode by dividing units, 28% do not recommend blended mode, 19.5% have no idea and 15.9% want practical subjects offline and theoretical online.

Chart 6: Opinion on outcome of blended mode of learning:



Interpretation : From the above analysis it is clear that the majority of respondents i.e.37.8% are choosing it may result in confusing, 36.6% say students will be more updated to current virtual world than a mere academic education, 13.4% opine not adaptable upto intermediate level and 12.2% say it improves education system.

CONCLUSION:

According to the new education policy-2020 recommendations, a blended mode of learning should be followed. The study reveals that Majority of respondents believe that online learning has increased their overall knowledge rather than just academic knowledge. Most of them opine that there should be proper courses given to all educational institutions with respect to technical support and online teaching. Proper new code of conduct for online classes must be issued in general to all the education institutions because respondents are of the view that the outcome of blended mode would be confusing and being tech savvy, nowadays students are completely dependent upon search engines. So the education policy should suggest some methodologies where students' talent and intellectual knowledge will not suffer.

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