



The Speculation of Blended Teaching-Learning Practices in Higher Educational Institutions in Constituting a Correlation Between New National Education Policy and Functional Improvements in the Education Arena: An Exploratory Analysis

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Abstract: In connection to skill enhancement and increasing of cognitive skills among the young learners of Higher Educational Institutions, Blended Teaching-Learning Technique plays a major goal for pedagogy and curriculum implementation process. It is an amalgamation of the frontal and online learning process where the students have the capability of achieving complete accomplishment. It's a hybrid mode of communication bridge between teachers and learners in a very effective adhesive manner where a teacher can penetrate into the minds and intellectual thinking of the students or the researchers in an affirmed way. Students pay greater attention towards the teachings in a face-to-face and through visualized techniques. Blended teaching-learning is a simultaneous accumulation of in-person actions and modernized digital technologies, assets intended to bring the finest conceivable learning accomplishment. By means of blended learning procedure, the education imparters especially the professors viz., Assistant Professors, Associate Professors and Professors (designations as per Indian HEI's) of higher educational institutions (particularly the colleges and universities of India) and disciples of those higher educational institutions exhibit best-valued communications both personally and also utilizing digitalized online technologies. Blended learning has gained its popularity due to its attractive procedures of conducting the class both personally or in online mode of conduct since it has been emanated to be a successful technique for accepting by an increasingly varied group of learners and at the same time uplifting the erudition environment by incorporating online teaching ingredients. Due to its popularity regaining criteria, blended learning has occupied a space in the minds of the educators and emerging with a variety of names among the educators and the learners gathering. Some of such nomenclatures are viz., technology-driven education, mixed-slant module of imparting education, internet-boosted education which is an elegance to impart education that clusters online instructive ingredients

and prospects for interface online with traditional corporeal accommodation-based teaching-learning slants needed for twenty-first century progressive world education scenario.

Keywords: Blended, Teaching, Learning, Education, Implement.

1.1 Introduction

Among the several guidelines, the most shocking elevation of NEP-2020 is its recommendation on the new attractive and emerging still advantageous method of imparting education and forming a better building-block between teacher and student is the Blended teaching-learning technique to the education universe of our country India along with the World Education Hub. Although the word blended has its natural meaning which signifies about the state of association with something to some degree in a striking also functional at its best effective manner or in a plausible method. Thus, when the situation comes of defining the method of inculcating education among a group of education seekers i.e., the very effective blended teaching-learning approach, as it arises in the eyes of the educators of the world, is nothing but the ethnic way of spreading the enthusiasm towards gaining knowledge through traditional black board teaching which involves in -person presence and conveying active communication. This process can be marked from its traditional background as the name blended itself satisfies the mixing or finely combined measures of two teaching tools. Blended learning lies its characterization in the interactive classroom consultation by actively attending the classes at one end of an arrow i.e., whose one end pointing towards classroom based black-board teaching processes and the other pointed end of the arrow pointing towards the utilization of the ultimate computer based digitalized teaching techniques. Blended Learning has emerged as a central method of application used by almost all the higher educational institutions of India as it has been recommended as per the latest guidelines of New National Education Policy which is tangled with the up-to-date **online teaching-learning procedures**. Blended Learning is **multi-dimensional** in its characteristics as it more often prescribes to *lecturer-oriented actions, explanatory in feature, audial and at the right instance, eye catching sophisticated representations of the teaching contents presenting the elaborated explanations of the subject topic, online execution and accordingly E-submission of the assignments within the stipulated time for evaluation which is an indispensable part of the Education system according to the perspectives of new National Education Policy, put forwarded by Prof. K. Kasturirangan, former Director of Indian Space Research Organization and setting up group discussions, execution of Multiple Choice Questions, organization of Panel Discussions among the aspirant participants of a program, releasing assignments and submitting the same within the specified modules are some of the pre-requisites of Blended Teaching-learning techniques which can be utilized for proper evaluation of the students intellectuality based credits in completion of a course as opted by them.* The persuasiveness of the entire teaching-learning process evolving as Blended Learning relies on the conception of a joint practice that accumulates both long-established tutorial room teaching-learning techniques and the self-paced (complete or partial) modes of **acquiring knowledge through E-learning contents**. The superficial benefit rendered by this blended process in the field of higher education encompass

in its **inventiveness and hybrid mode of conducting teaching-learning surpasses the inflexible boundaries of controlled learning procedures in the present domain.** This is an education imparting platform sculptured by pedagogy-based terminology that stands for a fine clustering of in-person and online actions and the amalgamation of a good means of structured, certified and at the very instance a number of synchronized learning paraphernalia that in return releases enormous best-suited moderate likelihood for the planning of operative learning developments. On behalf of the proper blended erudition atmosphere, both the scholar and the instructor ought to be substantially positioned in the identical premise for appropriate convey of the important conceptualized contents of the learning. This model seeks further utilization of the digital tools properly by the learners so that the students can control the pace of their learning scheme which is the most advantageous feature of blended learning and they can be enhanced to be a sharp searcher of knowledge from the applied pedagogical aids. The flipped classroom model is a analogous program that targets to the effective implement of technology with a notion of reshaping and architecting the wisdom gaining experience and simultaneously maximizing the efficacy of treasured face-to-face time spent in the classroom for bridging a communication bond between the educators and the learners. For instance, self-paced learning aid in a world of teaching-learning zones, leads to a flipped classroom scenario where students are reinvigorated to admittance digital learning resources through a cloud-based learning platform depending upon the time management of the students according to their feasibility and accountability. Before the commencement of the classes, teaching-learning materials such as pre-recorded videos by eminent scholars/resource persons having expertise in the relevant fields, podcasts, releasing attractive teaching skill based digital tools such as eddpuzzle, quizzes etc. and uploading some pertinent theories by creating a few eye-catching PowerPoint slides illustrating the key points of the learning theme, notes in pdf's would be provided with a notion to handover electronically the central substance of the class to be taken from the educator to the learner. This builds-up a solid stage of pre-assumed knowledge in the minds of the learners about the subject matter to be learnt and also emancipates comparatively ample time in class for the teachers to sustenance the students so as to afford additional resources in terms of class-room activities on the current delivered lecture, holding group discussions among the students and enabling their active participation in an attractive and real manner.

1.2 Theoretical Background of Blended Learning:

There is a saying in English Literature: Nothing is permanent in this world except change. The Education World is also not an exception to this. The whole world is changing at a greater extent in its varied fields and the world education scenario has been ever facing several countable as well as uncountable vagaries since from the indigenous class room or chalk and board-based teaching-learning to the online mode of teaching - learning techniques. The ascending rise of implementing the digitalized teaching- learning pedestals have greater impulse in higher educational institutions of India as projected in the salient features of NEP-2020 and in due course has left the in-person class-room learning methods far behind in connection to the emerging strikingly beneficial stands of E-learning schemes of imparting education to the learner's world. As there are evidences for putting simultaneous emphasis on both technology-oriented teaching and conventional learning

methods, the fashioning of accumulating modernized digital learning tools with personally present teaching-learning methods have given rise to the largely discussed terminology around the world the 'Blended Learning' techniques. This study reveals about the educational transformations and the prerequisites for Blended teaching-learning practices. Blended Learning is not an inadequate assortment of online and offline interactive mode rather than it refers to a sophisticatedly designed amalgamation of meaningful activities in both the styles for bridging the dynamic teacher-student bond. The blending union stresses reflection of numerous topics, principally concentrating on learning consequences and the learner-centred instructional circumstances. In the thrust of the emergence of digital technologies and the incipient importance of technologies designed for teaching-learning advancements at all standards from school to higher educational platforms across the education span of a learner, the NEP-2020 recommends for use of blended models of learning. The NEP-2020 states that while promoting digital learning and education, the importance of conventional face-to-face in-person learning methods is completely recognized for a better learning scenario. Accordingly, researches are going on in implementing several aids of blended teaching-learning approaches for a varied sources operative models of blended learning such as power-point slides, developing charts displaying the table-based numerical data in excel, holding MCQ's for minute evaluation of their conceptualized knowledge on the subject matter, sending feed-backs and are properly checked, releasing some key notes or notes written in the form of a nutshell by assembling all the major learnings will be accredited for accurate production of diverse dimensions.

1.3 Prerequisite for Flexibility to Students / Learners Centricity:

The National Education Policy has given a rare glimpse in what can be achieved through the transformation of education. The new NEP clearly states that it is time to take on a policy that is undoubtedly student centric. In this line of thinking the new policy gives the acceptability of many modes of learning including that of face-to-face learning, online learning and distance or virtual mode. It also promotes use of vocational courses, multi-disciplinary courses and multi-modal approaches there by focussing on Blended teaching-learning. The student centricity means that availability of multiple entry and exit points; promotion of the mother tongue and other languages; focus on the arts and humanities; reforming the examination systems with open book testing and group exams; the ready support for mature learners; and above all the concept of the ABC (Academic Bank of Credit) which is going to be the new approach of education. The Academic Bank of Credit is a credit facility originally envisioned by the Government of India in the [National Education Policy \(NEP\) 2020](#). The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country.

Recently many learning platforms have adopted blended learning and is also one of the most adopted learning techniques as recommended by the New Education Policy-2020. A blended learning mode provides ultimate flexibility in many aspects that can be applied to any program

which holds on to the values of traditional learning and incorporates digital media along with that. It is a lot more effective and likeable teaching technique than anything that has been ever before, making freedom or flexibility as the fundamental groundwork of the learning procedure. Only transition from classroom to computer techniques, available resources indicate that blended learning mode is 'best of all modes' of conducting a programme. It is the best because it helps all learning requirements and styles through a variety of mediums and techniques. Moreover, according to the guidelines of NEP-2020, no state language is imposed on students studying in any state. All forms of content will be translated into regional languages. If desired, a student will be able to study Sanskrit and other ancient Indian languages. The pupil will be taught three languages as determined by the state.

So, in both the forms of inculcating knowledge whether it may traditional black board teaching or virtual mode of teaching through live video sessions, recorded videos, putting up the students' views through feedback forms etc., made interesting and very easy, as communication/conversation bond can be constructed based on regional languages which is a very key point of NEP-2020. Utilizing this fact, a greater literacy rate is expected in India. Globally now it has been adopted that blended learning is one of the most adopted learning tools. A student can choose own subjects and courses along with a choice of Degrees and Diplomas, also courses can be lined up according to the strengths of Institutions, availability of Professors together with utilizing the online mode of communication which offers complete accomplishment facility to the learners eliminating the time limitations. Blended Teaching-Learning provides ultimate flexibility in many aspects. It can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likeable than anything. Students, Academicians, Policy Makers etc. appreciate the needed freedom or flexibility which is rigidly emphasized in NEP-2020. Only a well-crafted blended solution can provide a continuous transition from classroom to computer or vice-versa. The New National Education Policy states that in sixth standards, [computer languages](#) will be taught to students. [Artificial Intelligence](#) Software (AIS) will also be utilised to facilitate learning. There will be no visible division between Science, Humanities, Arts, Crafts, Sports and Fitness, Languages, Literature, Vocational, Curricular, Extracurricular disciplines and values. In Secondary Schools, students will be able to choose from a variety of disciplines such as Arts and Crafts, [Vocational courses](#), and [Physical Education](#). Students can study [Accounting](#) alongside Physics or Arts if they desire to do so.

2.1 Recent research identifies the following key benefits of Blended Learning:

- Increased student engagement in learning.
- Enhanced teacher and student interaction.
- Responsibility for learning.
- Time management and flexibility
- Improved student learning outcomes
- Enhanced institutional reputation.

- More flexible teaching and learning environment
- More amenable for self and continuous learning
- Better opportunities for experiential learning

The advantages of Blended Learning for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

2.2 Role of Teachers in Blended Learning Environment:

Blended Learning shifts the teacher's role from knowledge provider to coach and mentor. This shift does not mean that teachers play a passive or less important role in students' education. On the contrary, with Blended Learning, teachers can have an even more profound influence and effect on students' learning. Traditionally, classroom instruction has largely been teacher-directed, top-down, and one-size-fits-all, with a bit of differentiation thrown in, but with Blended Learning, it now becomes more student-driven, bottom-up, and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhanced role technology plays in instruction. Blended Learning provides an appropriate balance between online instructions, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated and teacher-led instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can give. This new learning dynamic benefits students and teachers alike. Giving students permission and space to become active learners who gain knowledge directly lets them assume some control over their learning and helps them develop self-reliance. As more students are working independently, time opens up for teachers to provide face-to-face support and individualized instruction more frequently for more students, effectively improving differentiation. Blended Learning provides teachers with a fuller, more accurate picture of how each student is doing. Blended Learning yields more frequent and more personal teacher. Interaction with individual students, teachers have the opportunity to deepen and strengthen student/teacher relationships. The trust that comes with close relationships can give teachers insights into students' personal struggles and needs -insights which empower teachers to comfort and coach students through challenges that often serve as obstacles to learning. In summary, Blended Learning combines the best aspects of online learning with the best aspects of direct instruction, helping teachers easily manage to do much more to meet student needs without adding to an already weighty workload.

2.3 Blended Learning Towards Enhancing Learners Perspectives:

1. Increasing students' concentration:

When technology is integrated into school lessons, learners are more likely to be interested in, focused on and excited about the subjects they are studying.

2. Retaining the students focused for longer:

The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods than they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

3. Affording students' autonomy:

The use of e-learning materials increases a student's ability to set appropriate learning goals and take charge of their own learning which develops an ability that will be translatable across all subjects. Students become self-driven and responsible, tracking their individual achievements that helps develop the ability to find the resources or get the help they need. In other words, self-advocating so that they can reach their goals.

4. Encouraging students' ownership:

Blended Learning inculcates a sense of 'student ownership over learning' which can be a powerful force propelling the learning, it's this feeling of responsibility that helps the feeling of ownership.

5. Allowing instant diagnostic information and student feedback:

The ability to rapidly analyse, review and give feedback to students' work, gives the teacher the ability to uplift his teaching methods and feedback from each student while improving time effectiveness.

6. Empowers students to learn at their own pace:

Due to the flexibility of Blended Learning and the ability to access internet resources, it allows students to learn at their own pace.

7. Formulating the students for real-world skills for the future:

- Research skills.
- Self-learning.
- Self-engagement.
- Helps to develop a 'self-driving force'.
- Better decision making.
- Offers a larger sense of responsibility.
- Computer literacy.

3.1 Functional Executions of Six Sample Configurations of Blended Teaching-Learning Techniques:

Here are six sample configurations of Blended Teaching-Learning activities. These instances are drawn from Higher Education stages and can be designed to fit any teaching- learning circumstances of HEIs of India.

1. **Blended Face-to-Face Class:**
Also sometimes called the ‘face-to-face driver model’, the blended face-to-face class model is based in the classroom, although a significant amount of classroom time has been replaced by online activities. Online activities are used to supplement the in-person classes; readings, quizzes or other assessments are done online at home. This model allows students and faculty to share more high-value instructional time because class time is used for higher-order learning activities such as discussions and group projects.
2. **Blended Online Class:**
Sometime also referred to as the ‘online driver model’ which is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in-person activities such as lectures or labs.
3. **The Flipped Classroom:**
The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises. It is a sub-model of the blended face-to-face or online class.
4. **The Rotation Model:**
In this model, students in a course rotate between various modalities, one of which is online learning. The various sub-models are: station rotation, lab rotation and individual rotation. Some of these sub-models require students to rotate between stations in the classroom at an instructor’s discretion. The students are to rotate among locations inside institution campus (at least one of which is an online learning lab). In the individual rotation model, a student rotates through learning modalities on a customised schedule.
5. **The Self-Blend Model:**
While many of the Blended Learning models on this list are at the course level, self-blending is a programme-level model. Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face courses.
6. **The Blended MOOC:**
The Blended MOOC is a form of flipped classroom using in-person class meetings to supplement a massive open online course. Students access MOOC materials – perhaps from another institution or instructor if the

course is openly accessible - outside of class and then come to a class meeting for discussions or in-class activities.

4.1 Discussion Regarding Blended Learning Structures in Education:

As per the features or different perspectives made in this study, it is directed that for a fast-forwarding country like India, which is developing in the direction of science and technology, the interest towards computer efficiency or literacy will be increased. As every school will be outfitted with computer or digital technologies as per the guidelines of NEP-2020, so every gifted youngster of India will be fortified with computer education. This will surely enable the youngsters to step into a more progressive or digitalized world. So, the young learners of India will be stimulated with textual and conceptual learnings along with digital technology which is very important to stand in the same row with the First World Countries. Many factors must be considered when choosing how to blend in-person and online teaching and learning activities. In some cases, most interactions between students and the teacher, as well as the direct delivery of instruction, take place in person in the classroom, while materials and possibly some additional activities are delivered online. In some blended arrangements, students may choose which activities to complete online and which to complete in a classroom. Ideally, blends are personalised so that individual students can have the blend that best fits their ages, life circumstances and learning needs. These are called à la carte models. Most significant aspect is ensuring that students are able to function with any delivery methods, direct mode or blended mode, even if it is not their preference or the best situation for them. Teachers are valuable coaches for helping students to manage in any learning situation; it is up to teachers and learning designers to offer blended activities that best suits the subjects, the learners' needs and the curriculum requirements. It is the responsibility of teachers as well as the learners to make the Blended Learning Design fruitful so that the unique and interesting Blended Teaching Learning techniques should become one-size-fits-for all Modes of imparting education.

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