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Vol. XII

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Editor

*Dr. Anish Kumar Verma*

Associate Editors

**Dr. Rakesh Kumar Maurya**

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## Requirements for the Implementation of a framework for Blended learning in India's Higher Educational Institutions

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**Abstract :** In India, blended learning has emerged as a popular approach to education, especially in response to the COVID-19 pandemic. As a result, educational institutions have been compelled to implement remote learning models. Complex adaptive and community of inquiry frameworks have recently been implemented globally to facilitate the adoption of blended learning. However, integrated learning frameworks in India, like those in other third-world nations, suffer from policy, training, support, and infrastructure issues. As a means of overcoming the aforementioned obstacles, suitable blended learning frameworks for higher education institutions are required. However, designing a framework for blended learning requires careful consideration of a variety of factors to ensure the optimal learning experience for students; therefore, the purpose of this study was to investigate the requirements for designing a framework for blended learning.

**Keywords :** Blended Learning, High Educational Institutions, Framework of Blended learning etc.

**Introduction :** For centuries, the conventional mode of delivering education has been through face-to-face instruction in a physical classroom setting. The advent of technology-enabled learning has given rise to more recent opportunities for distance and distributed teaching and learning. Initially, online education was primarily utilized in the realm of distance education, where students engaged in fully online coursework. The concept of integrating traditional face-to-face instruction with online or remote education was introduced subsequently. The Babson Survey Group's report indicates a consistent rise in the number of institutions that provide blended learning courses over the previous decades (Allen & Seaman, 2017). According to the report, nearly half (48%) of higher education institutions in the United States provide a variety of blended learning, and this phenomenon is also observed in other regions across the globe.

Blended learning is a widely adopted approach that involves the integration of online and face-to-face learning modalities in the instructional process aimed at enhancing students' learning outcomes. In the context of blended learning, students are required to attend a conventional classroom session where a teacher imparts knowledge while simultaneously engaging in self-directed online coursework outside the classroom. In this scenario, online learning experiences may serve as a substitute or addition to in-class time, with students receiving instruction on identical topics through both mediums. As such, the online and in-person learning experiences would be mutually reinforcing and complementary.

Blended learning, also known as hybrid learning and mixed-mode learning, can exhibit significant variations in its design and implementation across different educational institutions. Blended learning can be implemented within a pre-existing educational institution by a limited number of instructors, or it can serve as the primary mode of instruction upon which an institution's academic curriculum is based. The integration of online learning within a traditional classroom setting or the utilization of digital tools such as video-recorded lectures, live video and text chats, and other digitally enabled learning activities as the primary mode of instruction between teachers and students are two possible approaches to incorporating technology in education. In certain scenarios, learners have the opportunity to engage in self-directed learning by completing virtual coursework, tasks, and undertakings remotely, with occasional face-to-face consultations with instructors to evaluate their academic advancement, deliberate on their submissions, seek clarifications, or obtain aid with challenging topics. In certain instances, students may allocate the entirety of their day within a conventional educational facility, yet devote a greater proportion of their time towards online and self-directed learning as opposed to receiving pedagogical guidance from an instructor. The potential variations are numerous, as previously mentioned.

**Why use a blended approach to education? :** Blended learning integrates traditional classroom instruction with digital resources to better serve students of varying learning styles. Teachers may be more efficient and successful in their work with pupils if they are able to keep them interested, stimulated, and motivated.

Blended learning allows students of varying abilities to go through their coursework at their own speed, with the former moving forward at their own pace while the latter may work at their own pace and get individualized help where they are suffering. Traditional classrooms instruct all students at the same level and pace, which might dull kids who are advanced and leave behind others who require more time or support.

Because blended learning can be easily scaled to accommodate a large number of students, it provides a solid foundation for all of them to gain the necessary 21st-century skills. Learning A-Z provides students with digitally delivered tools that provide them access to a vast collection of age-appropriate learning materials from any location with an internet connection or mobile device. This implies that students may study whenever and wherever they choose, not only during school hours. Educating children at home is a viable option for parents.

**Blended Learning Framework :** A blended learning framework is a teacher-developed learning framework that mixes classroom instruction with digital learning, in which students may, in part, determine the time, speed, and location of their learning. Furthermore, many types are available for implementation of blended learning framework, like "Technological Acceptance Frameworks" for blended learning take a complete perspective of the design and execution of blended learning (Schaber et al., 2010). The research by Sentanda and Sewanyana (2020) recommends that the adoption of blended learning at universities has been driven by numerous causes, including the desire to extend access to education, improve the quality of teaching and learning, and lower costs. One of the most prevalent blended learning frameworks being adopted in many countries is the flipped learning approach. In this paradigm, students have been exposed to course information online before going to class, allowing for more participatory and engaging sessions in person (Mugabi, 2017).

Another common framework is the rotation model, where students alternate between in-person and online learning sessions (Sentanda & Sewanyana, 2020). This strategy has been found to be beneficial in enhancing student engagement as well as allowing greater adaptability in the learning process. The Fourth Sustainable Development Goal (SDG4) assures accessible and equitable quality education and supports lifelong educational possibilities for all people everywhere. Blended learning may play a significant role in the development of an effective learning environment (Nakaziba et al., 2019). Some face-to-face universities are adopting the blended learning method to supplement the traditional learning approaches that no longer serve the needs of today's information society (Bwire et al., 2020). This is because the demand for higher education continues to rise while there is a shortage of both academic staff and physical facilities. However, research shows that 25% of those who start to use the system opt out later, leaving a big gap of low BL adoption (Bigirwa et al., 2020), despite the fact that many institutions invest heavily in e-learning and blended learning programs.

**Need of Blended learning framework :** Many studies have been conducted to ascertain the state of blended learning frameworks at universities, and they have all come to the same conclusion: they do not yet exist. Blended learning frameworks in India till date, while the NEP-2020 has shown the possible results of educational reform for the first time. The new national education approach makes it apparent that it is time to implement a student-centered approach, or "education." It's time to recognize that the student is the main stakeholder and that the system should reflect their goals. According to this logic, the new policy allows face-to-face, online, and remote or virtual learning. This effort emphasizes blended teaching and learning, multi-disciplinary courses, vocational courses, and multi-modal learning. "Student centricity" means having many entrance and exit points, promoting both the home tongue and other languages, focusing on the arts and humanities, revamping examination systems to include open-book and group tests, and helping more experienced students.

**Important characteristics of Blended Learning :** The NEP 2020 suggests using mixed models of learning due to the rise of digital technologies and the growing necessity of using technology in the classroom. While the NEP-2020 supports and promotes online education and training, it also acknowledges the value of in-person interactions. In this way, we may find the most successful blended learning models and adapt them for use with other topics.

The important characteristics and features of Blended Learning are- 1. Blended Learning environment is the heightened level of student engagement in the learning process. 2. The interaction between teachers and students has been improved. 3. The individual's accountability for acquiring knowledge and skills. 4. The ability to effectively manage time and exhibit flexibility. 5. Enhanced academic achievements of students. 6. The reputation of the institution has been improved. 7. The implementation of a flexible teaching and learning environment has been found to be conducive to facilitating self-directed and continuous learning. 8. Enhanced prospects for experiential education.

**Procedures to implement Blended learning framework :** We think that as the popularity of online education grows, all educational institutions will need to adapt to meet the needs of their students. Over the course of the past several years, forward-thinking school administrators and educators have been working to develop a system for online blended learning. These frameworks may be used as a guide by universities to

develop a mixed learning environment that is conducive to online education. The following are the foundational pieces of the framework- 1. Choosing a mixed learning strategy entail. 2. Methods for identifying and preparing effective educators. 3. Methods for evaluating students' preparedness and choosing whom to enrol. 4. Instruments for Teaching and Learning. 5. Evaluation of program

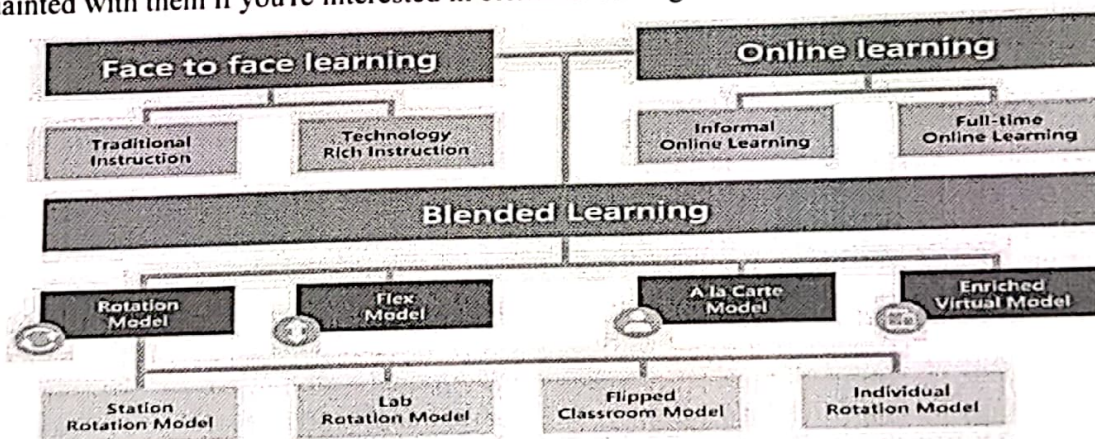
**Uses of Blended Learning its types and Tools :** There is no limit to the possible applications of blended learning. Choices may be made at will. Because of your intimate familiarity with your pupils, you can tailor the materials, tools, and strategies you use in the classroom to meet the unique needs of each of them. Blended learning allows you to experiment with new teaching strategies and improve your students' education on an ongoing basis by incorporating feedback from their experiences.

Here are some integrated learning aids to get you started. **Blended learning framework-** 1. Assign online coursework and require students to complete and submit online assignments based on face-to-face instruction. 2. Implement learning management systems LMS that can be accessed at any time by both students and instructors. 3. Encourage students through online instruction, frequently through video instruction, with adaptable classroom support. 4. Consider implementing the station rotation model by configuring online learning stations within the classroom setting. 5. Blended learning enables project-based online learning to culminate in conversations in class and enhanced learning activities. 6. Instructor-led support for computer lab instruction. 7. Digital learning systems in the classroom enable instructors to provide immediate feedback on student work. 8. Through online course completion with video recordings, instructors can evaluate student performance remotely in an effective manner.

**How do I begin with blended learning? :** 1. Consider the blended learning approach you wish to implement. Blended learning necessitates online and face-to-face learning that complement one another. 2. Consider the blended learning approach you wish to implement. Blended learning necessitates online and face-to-face learning that complement one another. 3. Ensure that students can use the necessary technology. Set up sample lectures so you are able to supervise in the classroom. If you use blended learning at home, you should provide guidance. 4. First, evaluate the efficacy of a single approach. In addition to having diverse learning patterns, your students also have variable degrees of technological expertise. The experiment with your teaching techniques to see what your students respond to.

**Who Benefits from a Blended Approach to Education? :** Both students and instructors may benefit from a blended learning approach. Every student may benefit from blended learning since they all live in a technologically advanced environment. An online teacher management portal allows instructors to effortlessly plan lessons, grade student work, and monitor student progress regardless of the time of day or night thanks to mobile access. Blended learning aids educators in maintaining order and making deeper connections with their pupils. In addition to its adaptability, blended learning can be used in almost any educational setting.

**Presently Four blended learning models exist :** Because of the flexibility it provides, blended learning may take many different forms. These are the most common blended learning models, and you should be acquainted with them if you're interested in blended learning.



Source: <https://www.linkedin.com/pulse/blended-learning-models-tarek-qeshta>

Higher education and Indian institutions may choose from many different types of blended learning models. The models differ in the ways they facilitate instruction and assessment. Each of these models also includes the mixed learning and gives students some control over when, where, how fast, and in what order they need and like to study.

**Model of rotation :** Students participate in a variety of learning activities, at least one of which is conducted online on a predetermined or teacher-guided timetable.

**Rotations may be implemented in four distinct ways :** Students rotate between different stations- 1. Students take turns studying in a computer lab as part of a lab rotation. 2. Using a flip classroom, students first have access to course materials online and then put what they've learned into practice with the help of an instructor. 3. Students have their own unique playlists that they go through, with at least one element being completed online in a rotating fashion.

**Flex Model :** Students are given greater freedom in how they study using the flex model. While the majority of education now takes place online, there are still times when classroom teaching and help from a teacher is essential. Students follow a flexible schedule that is tailored to their needs.

**A la carte :** Most often seen in high schools, the a la carte model gives students the option to attend one or more online courses taught by an online teacher of record in addition to their regular schedule of in-person classes at a traditional school.

**The Enriched Virtual Model :** Students in the enhanced virtual model may study independently outside of class while still physically present for in-person instruction. Attendance at least twice per week is essential, although not as often as in the flipped classroom model. Nevertheless, this approach is not entirely online.

**We can use adaptive Modelling System :** In this way the bulk of the curriculum is delivered online; with optional in-person enrichment in the form of small-group lessons, collaborative projects, and one-on-one help from teachers.

**We can use Customizable menus :** Completely online (or partially online) courses that supplement other experiences provided by a school or learning facility.

**We can use Upgraded computer simulation :** learners have to meet with their teacher in person, but they may do the rest of their work from home, and the same instructor will grade it.

**Conclusion :** The fact that blended learning relies heavily on technology implementation that is perhaps the most important factor to think about when deciding to use it. Those in the classroom or the classroom itself who aren't computer aware may find this to be a difficult. These technological resources are necessary to use and we may must find: Easy to use, Reliable, Up-to-date information's and technical instruments, It is essential for every educational program to use technology that meets these three criteria's in blended learning framework without fail. To provide blended learning, you will need to utilize educational technology. In fact, you will require a learning management system (LMS) or an effective learning platform. Once you determine that blended training is optimal for your learners, employees, or even customers, you must implement an LMS free version or paid version, we can create our own platforms as well, we can create some interactive videos, programs, narrated text, audio formats etc. beside this many platforms for blended learning can help us by offering online platforms and developing blended curriculum materials that can be implemented outside of the traditional classroom that are equipped with a robust set of features and tools that can assist us in delivering blended learning modules effectively.

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