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A Study on Students' Perceptions on Application of Blended Learning (BLA) an Approach Towards NEP

Madhavi Sharma

Dean, Faculty of Education & Dept. of Special Education, SGT University, Gurugram, Haryana, India

Manita Devi

Assistant Professor, Faculty of Education, SGT University, Gurugram, Haryana, India

Tilak Raj

Assistant Professor of Department Special Education. , Faculty of Education. SGT University, Gurugram, Haryana, India

Sandeep Kumar

Assistant Professor of Department Special Education. , Faculty of Education. SGT University, Gurugram, Haryana, India

Abstract--The combination of online and face-to-face learning as a teaching technique is established in higher education. Blended learning(BL). In BL's design and delivery, understanding of the preparedness of the learner for an online component is essential. The educational policy document, NEP-2020, also highlighted the necessity for widespread use of technology in teaching to improve the education of pupils, reach the 100% alphabetization objective and respond to social problems. This study examines the perspective of the student on Blended Learning. The sample comprises 120 students enrolled in different disciplines at the University of SGT, Gurugram & ICFAL, Tripura University methods of education and efficiency, the evaluation was conducted to know the perspective that students have in Blended Learning Approach. The research indicates that the student's view of the Blended Learning Approach in all three areas of form is favorable. The findings indicate a favorable attitude towards blended learning and an efficient strategy to the improvement of students' skills and abilities. The research findings also recommend the inclusion of mixed learning in all courses at university institutions in order to achieve the desired outcomes.

Keywords---application blended learning (BLA), blended learning (BL), national education policy (NEP), perception, students.

Introduction

Our view of the world around us has altered every year with the development of new technology. The conventional face-to-face learning and learning environment have been changed by digital technology interventions. The development of ICT infrastructure, tools and instruments such as dependable internet connection, mobile phones, computers has enabled high quality educational content online to be delivered everywhere, anytime, anyplace, in any language. The promise of unlimited access to excellent education is provided by online education.

The Concept Note issued on 20 May 2021 by the University Grants Commission aims at the introduction in universities and universities of combined teaching and learning, which allows up to 40% instruction of any course in on-line and 60% retention. It is an inviting move since it will improve students' skills and make them more accessible to excellent education. Offline is a welcome development.

Learning is a dynamic process that evolves with time and keeps pace with advancements in technology. For many thousands of years India was the hub of learning and gurukul format, oral instruction and meditation texts formed the basis of the educational and learning process in ancient India. Over the years, schools and institutions of today were set up in which teaching traditionally takes place in a face-to-face chalk-speak style.

The Covid-19 epidemic has allowed us to become a digital scholar, arrange webinars, adapt to digital learning platforms and understand the potential of digital gadgets to teach online education. Online learning provides instructors and students with a better involvement in the entire learning process.

Mixed learning includes a mix of online and classroom instruction. Student-centered teaching resources with contemporary multimedia technologies are now available. In contrast to face-to-face learning, electronic lectures may be accessible permanently by students and assist to improve ideas' comprehension and memory. By skillfully using IKT, we can create interactive, content-rich courses that inspire and convert learners into a learning environment and make them student-centric and where teachers instead of knowledge providers become facilitators.

The BLA is a concept of education that combines e-learning techniques with conventional ways that provide answers, offer advantages and are very effective both in classroom and in corporate learning. The amendment or reorganization of the learning system is one method to achieve learning goals, particularly in higher education. The aim is to combine face-to-face with online or mixed learning methods to provide the students an engaging learning experience, deep and meaningful learning. Some important points of the BLA are that BLA combines on-line face-to-face education with designs to maximize the involvement of students through optimisation of face-to-face and online learning for educational

purposes. Blended learning is an apprenticeship which focuses on the use of technological developments combined with conventional learning, for example face to face. Mixture of multi-media, CD-ROM, virtual schools, voicemail, emails and conference telephone calls, online text animation and video broadcasting is a combination of mixed teachings.

BLA is not without barriers at universities, particularly the use and use of the Internet, which have not been made to the greatest extent. The supply of internet facilities and facilities that still have no capacity online and Internet speeds that do not yet satisfy internet access available to students and lecturers are various obstacles that frequently arise. This image has led to BLA implementation, where pioneering problems have previously arisen, leading in the following semesters to the termination of BLA use. Other problems include teacher skills on the web, such as the presentation of LMS or other online applications. However, the objectives of utilizing BLA have brought substantial advantages for educational reasons, beyond hurdles or problems in the implementation of BLA for teachers and students alike. The BLA system is intended to conduct assessments and recommendations from direct users, i.e. students and teachers, so that they can continue to be seamless and sustainable. Academics should experience the BLA's application at universities. It is planned.

A teacher may precisely evaluate the information that a student has acquired by using combined learning and can supply them with e-material to more effectively explain topics. Attractive e- learning may increase student interest. A combined method of learning allows students to engage more closely between teachers and students, enhancing knowledge and abilities through both personal and online learning modalities. Instructors and students are more involved; students are given more chance to connect with teachers to get greater insight.

In combined mode, instructors have more time to engage with students since online delivery saves face to face teaching lessons that can be used for learner-centered activities, greater interaction and mentorship. The combination of instructional methods enables more pupils to readily understand topics. This reduces stress for sluggish students who may find face-to-face instruction more difficult. Fast students are satisfied more with e-materials which are rich in substance.

If kids are accustomed to working on online tools, they can work together and communicate much better with one other. Students are more responsible and attentive in online learning since they need to fulfill the time limits for completing different tasks online in due course. This creates the kids' trust and autonomy.

The educational policy document, NEP-2020, also highlighted the necessity for widespread use of technology in teaching to improve the education of pupils, reach the 100% alphabetisation objective and respond to social problems. The policy provides for the development and enabling instructors to provide excellent e-learning content. In internationalizing indigenous knowledge via digitalized course material, mixed learning is important to assist achieve the aims of NEP-2020.

The term "blended learning environment" refers to a combination of the efficacy of face-to-face instruction and ICT-mediated teaching and learning (Driscoll 2002). According to Graham and Allen (2009), a blended learning environment is a mix of teaching, techniques, and delivery media from two archetypal learning environments: conventional face-to-face learning and ICT- mediated or e-learning. This is the study's recommended working definition of mixed learning environment since it encompasses all of the pertinent concerns.

As a result, this research study contends that a blended learning environment, in which the best of face-to-face and e-learning are pedagogically constructed, would suit the learning requirements of this varied set of learners in order to enhance their abilities and knowledge in thecourse (Ryberg & Dirckinck-Holmfeld 2010).

Objectives of the study

- To determine the students' perceptions on application of blended learning (BLA) an approach towards NEP
- To study the student's perception towards blended learning process, feasibility, ease of using MOODLE and content used in Blended learning methods.

Research Methodology

Perception of blended learning, feasibility, ease of using MOODLE among students, and material utilized in blended learning techniques were the three criteria examined in this research. The survey technique was utilized by the researcher in this investigation. A structured questionnaire is created to gather data using Google Forms. 120 students received a Google form link, and 60 copies of the questionnaire were given physically. 50 answers were gathered through Google forms, while 25 responses were collected by physical delivery of the surveys. Descriptive statistics are used to conduct the analysis.

Students enrolled in B.Ed & M.Ed program of the top universities in the country were selected for the research, which included blended learning in a variety of courses. 75 students responded to the survey, out of a total of 180. The sample selection is done using a random sampling technique.

Data analysis

Table 1 Shows that there are 31 male responses and 44 female respondents.

Table 1
Gender distribution

Sr. No	Gender	Respondents
1	Male	31
2	Female	44

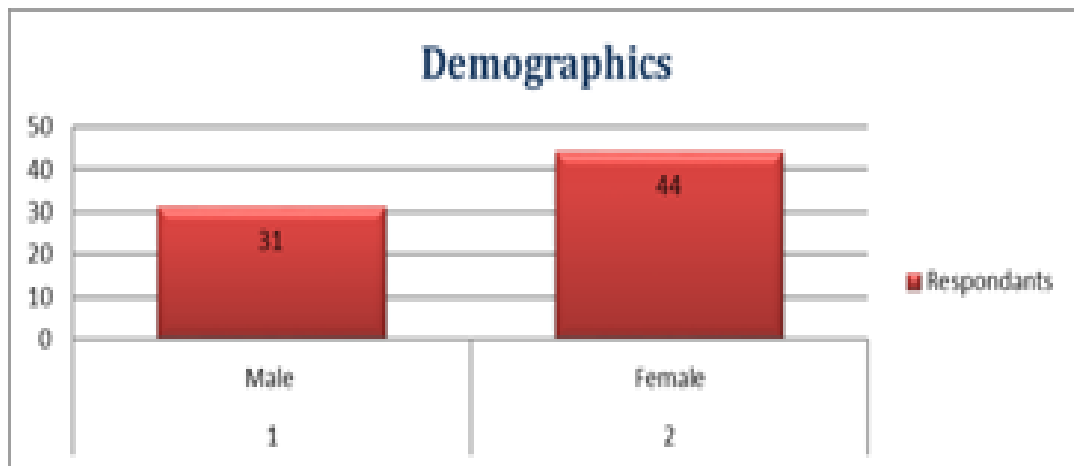


Figure 1. Gender distribution

According to the graph below, 8% of students strongly agree and 49% agree that blended learning is more successful than conventional classroom instruction. BLA is seen to be more successful by 57 percent of pupils.

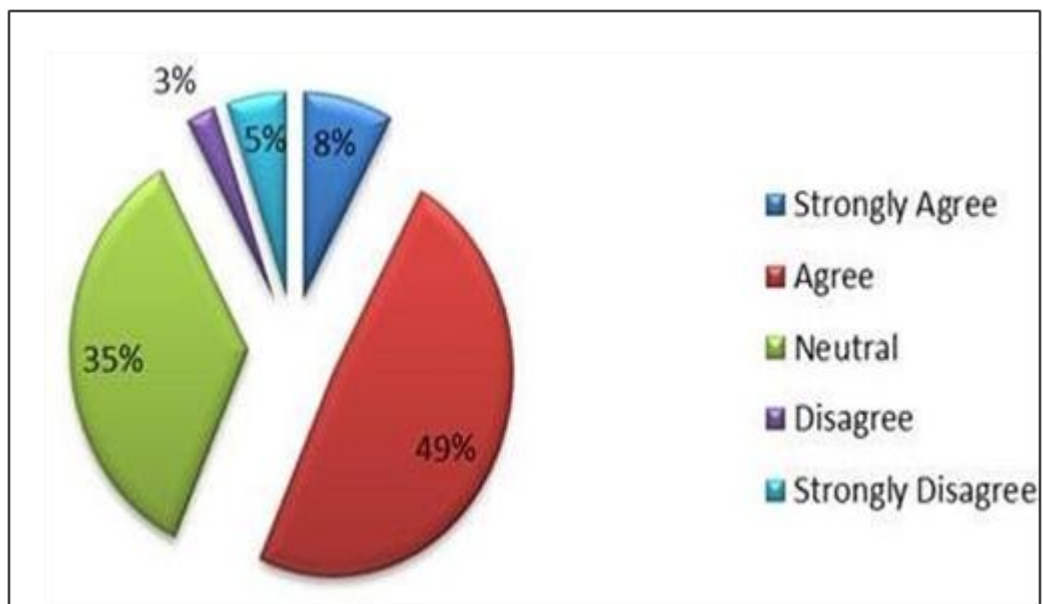


Figure 2. BLA is more effective than traditional classroom teaching

According to the graph below, 60% of students believe that BLA allows them to access study materials and understand course subjects at any time and from any location.

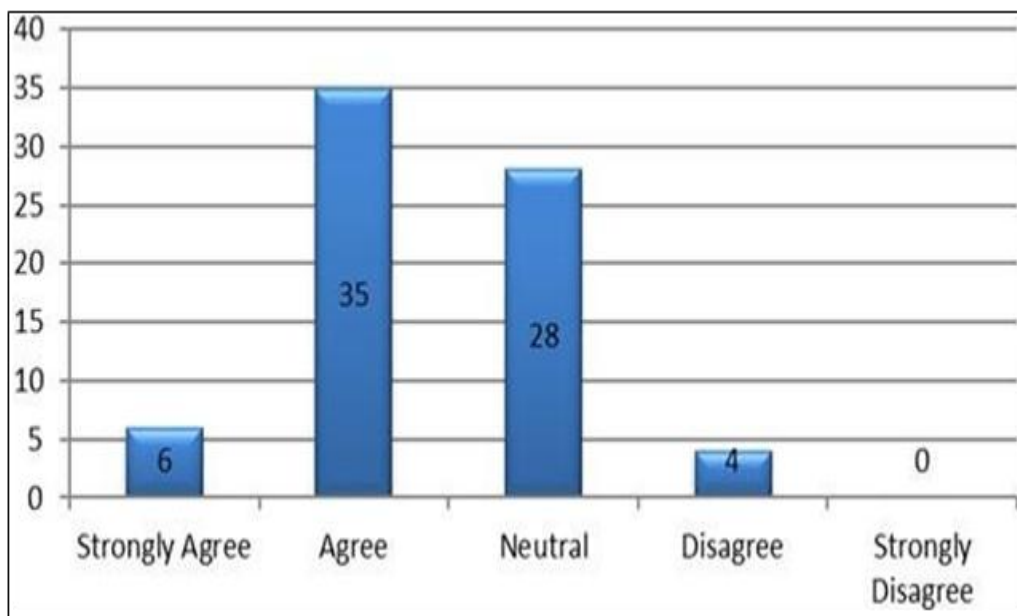


Figure 3. Access content anytime anywhere without any interruptions

According to the graph above, 71% of students believe that BLA increases their interest in the topic by allowing them to access the material at any time and from any location.

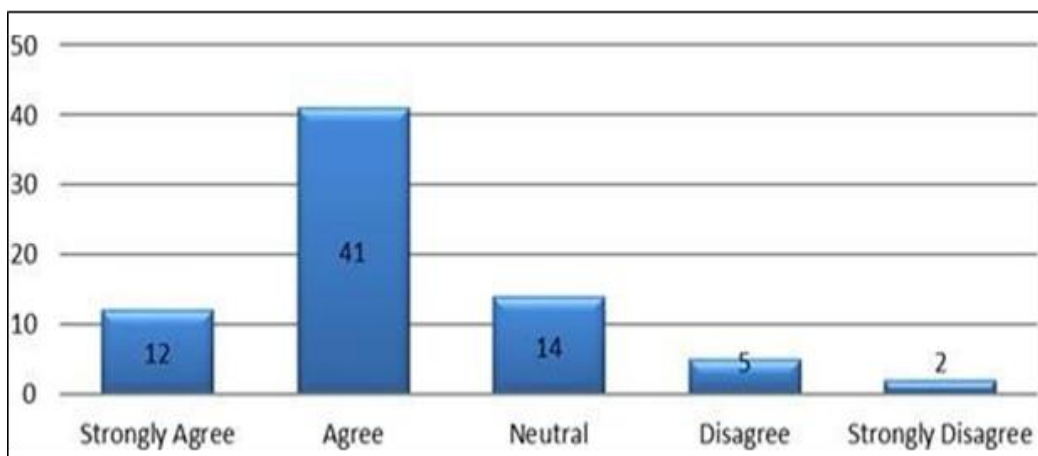


Figure 4. Incorporation of BLA encourages to learn and increase interest in the subject matter of course

According to the data above, 64% of students believe that BLA should be included in higher education.

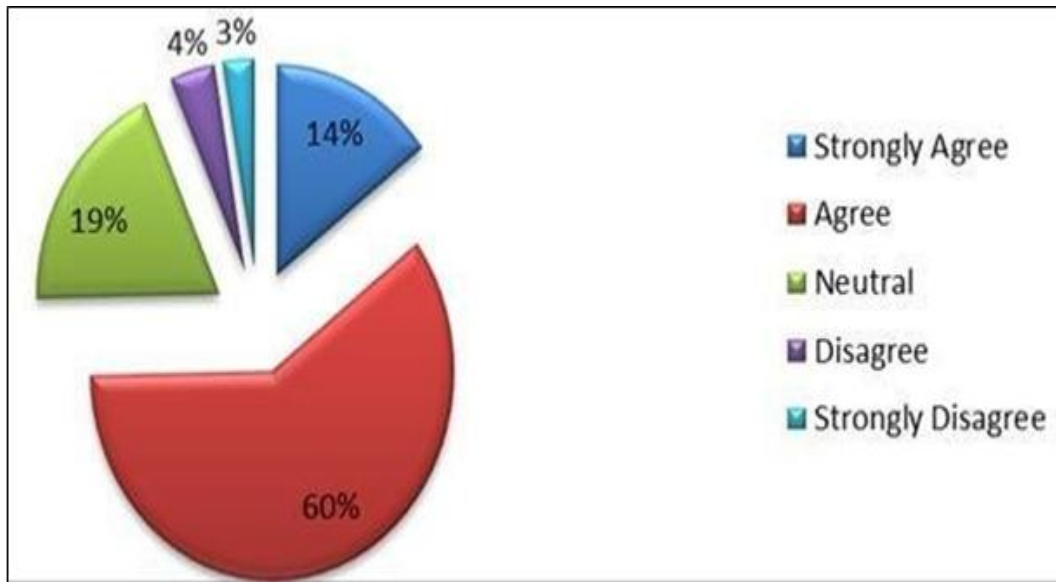


Figure 5. BLA should be incorporated in all courses

As can be seen in the table below, the median score for all of the questions is 4, and the result is absolute, therefore we can infer that students' attitudes toward blended learning are good. Higher education should include blended learning.

Table 2
Present 'The Students' view on BLA process

Sr. No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Median
1	BLA should be incorporated in all courses of higher education	11	45	14	3	2	4
2	Incorporation of BLA encourages me to learn and increase my interest in my course	12	41	14	5	2	4
3	BLA is less stressful than traditional classroom teaching	13	26	25	2	8	4
4	BLA is more effective than traditional	6	36	26	2	4	4

	classroom teaching						
5	BLA helps in effective utilization of time	9	43	18	2	2	4

Note: Frequency distribution of perceptions of ease of use (N=75). Median score of 3 indicates neutral stand and above 3 indicate agreement with the statement

As can be seen in the table below, the median is 4 for all of the questions, the result is absolute characteristics, and therefore we can infer that the students' impression of the ease of utilizing blended learning apps is positive. Blended learning applications are simple to use, learn, and employ since they allow students to access material at any time and from any location.

Table 3
Present 'The Students' view on ease of using BLA

Sr. No,	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Median
1	Online learning is easy from learning perspective	2	41	25	6	0	4
2	Online learning is mode is user friendly	1	41	27	4	0	4
3	I can access content anytime, anywhere without any interruptions	6	35	28	4	0	4

Note: Frequency distribution of perceptions applications of blended learning process (N=75). Median score of 3 indicates neutral stand and scores above 3 indicate agreement with the statement

As can be seen in the table below, the median score for all of the questions is 4, indicating that the result is absolute, thus we can infer that students' attitudes about blended learning material are good. Blended learning allows students to concentrate on certain subjects. Self-paced learning allows students to better grasp concepts and engage with their classmates. Peer contact contributes to a more positive learning experience.

Table 4
Present 'The Students' view on BL contents

Sr. No,	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Median
1	BLA increases focus on topics of study	2	48	20	3	0	4
2	BLA provides illustrative content for the study	5	51	15	2	0	4
3	I get opportunity for self-paced learning	18	40	15	0	0	4
4	The online activities on fulfill our course objectives	13	32	24	4	0	4

5	BLA help me to learn and increase my interaction with my classmates which provide better learning experience.	14	43	14	1	1	4

Note: Frequency distribution of perceptions application of blended learning process (N=75). Median score of 3 indicates neutral stand and scores above 3 indicate agreement with the statement.

Conclusion

The data analysis revealed that the median result for all of the questions is 4, indicating that the outcome has an absolute feature regardless of gender. The students have a very favorable attitude about the use of blended learning. In higher education, BLA should be utilized. Students exhibit favorable attitudes about learning, according to the findings of a research using the BLA method. Students are also enthusiastic about the implementation of BLA, according to the study. Blended learning (BLA) may therefore be utilized as an alternate method to teaching and learning with the aid of technology in order to inspire pupils.

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