**Malaviya National Institute of Technology Jaipur**
**Department of Humanities and Social Sciences**

HUM PALS: PEER ACTIVE LEARNING FOR SCHOLARS
A report of Activity conducted on 29 January 2021

"None of us is as smart as all of us."
-Ken Blanchard

The maiden activity of HUMPALS, was held on January 29, 2021, at 11:00 a.m., in Language Lab, Prabha Bhavan. The activity aptly captured the essence of the above written quote. The presenter for the same was Ms. Surbhi Sethi, a research scholar in the domain of Economics from the Department of Humanities and Social Sciences.

The interaction began with a concise introduction of this noble and novel initiative, given by the team. Followed by it, Prof. Manju Singh and Dr. Nidhi Bansal, briefly explained the genesis of HUMPALS, its title, objectives, vision and ideation. The session was then taken over by the presenter, who delved onto her ongoing research in "Technology-Enabled Blended Learning: The Changing Canvas of Higher Education in Post-COVID India".



Erstwhile, the session gained interactive momentum and the scholars gave their input, askes their queries, and the discussion followed. The faculty members also actively indulged in the discussion on the extensions of online learning. The varied perspectives formed a spectrum of multidisciplinary learning. Issues like pros and cons of technology, deployment of platforms like Canvas, Moodle,

Blackboard in Higher Education Institutes, qualities of intrinsically motivated students, etc. were discussed and evaluated.

The following questions were asked by the scholars which was very well answered.

1.) Can blended learning replace the traditional form of learning and is it successful in the long run?
2.) What does Funding criteria means? How is it related with the institutes selected for the case study?
3.) What are the various online platforms of teachings?
4.) How did the blended form of teaching and learning pattern can enhance the participation of students in the virtual classroom?

The participant's valuable feedback on how to resolve students' inactive role in online classes, the blurring lines of formal conversation and disadvantage of anonymity were also dwelled upon. The activity gives a wonderful opportunity for all the research scholars to broaden their perspectives and ideas in the research field. The open discussion among all the scholars turn out to beneficial in terms of various inputs received that gives a new direction in the related area of topic discussed.

The activity concluded with a token of thanks by the team. The next HUM PALS activity will be held on February 26, 2021 and the presenter will be Ms. Namrata Bharadwaj, Research Scholar, Department of Humanities and Social Sciences.

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# Department of Humanities and Social Sciences

## PEER ACTIVITY LEARNING FOR SCHOLARS (HUM PALS)

**DAY:   FRIDAY**

**DATE: 29/01/2021**

**VENUE: LANGUAGE LAB**

**PRESENTED BY: SURBHI SETHI**

Let's engage in an open and interactive session and enhance the research skills together..!

**SEE YOU ON FRIDAY..!**

## Proposed Title

Technology-Enabled Blended Learning: The Changing Canvas of Higher Education in Post-COVID India

# Introduction

- The institutes of higher education can be perceived as a multifaceted, complicated "legacy" sector of the economy.
- These institutes have over time "locked-in" to technical, social, economic, political structures that are reluctant to change.

## And then in March 2020...

| | |
|---|---|
| Universities, Startups Keep Education Uninterrupted Amid Coronavirus Downtime | The coronavirus pandemic is reshaping education |
| Coronavirus outbreak: All schools, colleges in UP closed till March 22, says CM yogi Adityanath | E-learning in universities is the only way way out in times of coronavirus scare. But are Indian Universities prepared? |
| Coronavirus Impact: Traffic tripples on govt online learning platform amid lockdown | Edtech thrives during coronavirus-hit exam season in India |
| | Coronavirus: Uttarakhand Health dept suggests closure of schools |

Delhi schools closed: All primary schools shut as coronavirus spreads

10 online learning resources by HRD Ministry you can use during Coronavirus lockdown

This is what headlines in various newspapers looked like.

# Background of the Study

To address the educational disruption caused by the coronavirus pandemic, Indian Higher education institutions turned their eyes towards tech-mediated uninterrupted education and remote access classroom setup.

This experience of rapid online migration of teaching and learning has exposed much of the deficiencies of the higher education sector.

The pandemic has thus not only forced change but revealed quite how much such transformation in the higher education sector is overdue.

Blended learning (BL), a variant of Technology- Enabled Learning, is the fusion of in-person and online education (Graham et al., 2013), is widely seen as the "new normal" in lessons delivery.

# Statement of Research Problem



TEL is still at a budding stage in India due to low digital literacy, lack of digital infrastructure, inapt policies, and uneven quality (Koneru, Indira, 2019).

The time has come to reshape the higher education paradigm to online practices co-mingled with face-to-face activities, thereby ushering in the 'new normal'.

With a mission of adapting, adjusting, and adopting, the proposed study is going to contribute significantly to developing robust educational strategies with a greater focus on online education and to move forward towards inclusive higher education in India.

# Objectives of the Study

1. To capture the impact on the higher education system in India due to the forced shift towards online education in the wake of COVID-19.

2. To identify the opportunities and barriers in relation to adopting a Blended Learning Approach (BLA) in the Indian context.

3. To systematize effective strategies for enhancing the appropriate skills of all actors for Technology-Enabled Blended Learning Environment.

4. To recommend pointers to address educational disruption and build up a long-term resilient education system withTechnology-Enabled Blended Learning, a pathway for quality higher education and knowledge democracy.
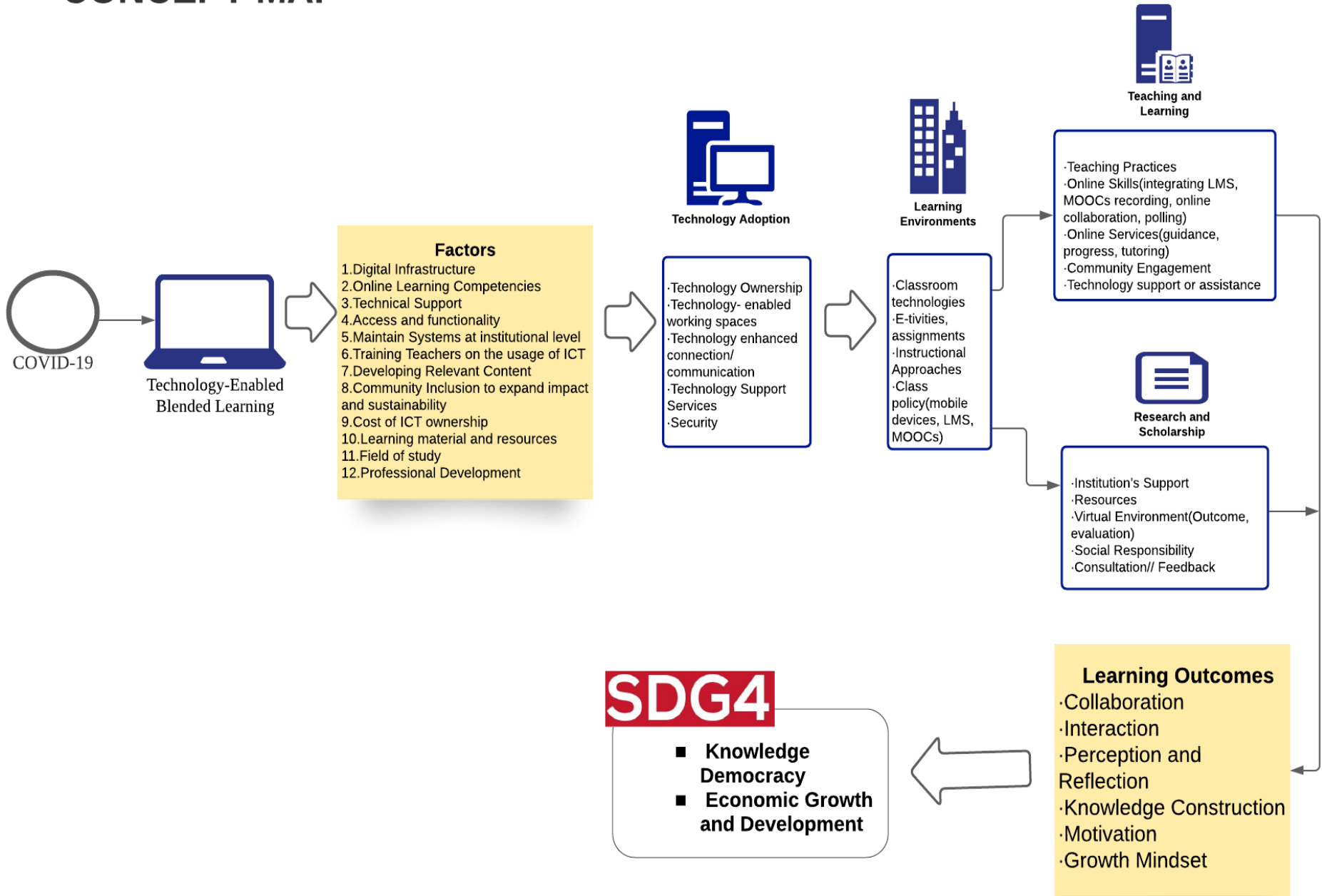
## Research Question

Does Technology-Enabled Blended Learning have a positive effect on learning experience in Higher education in Post-COVID India?
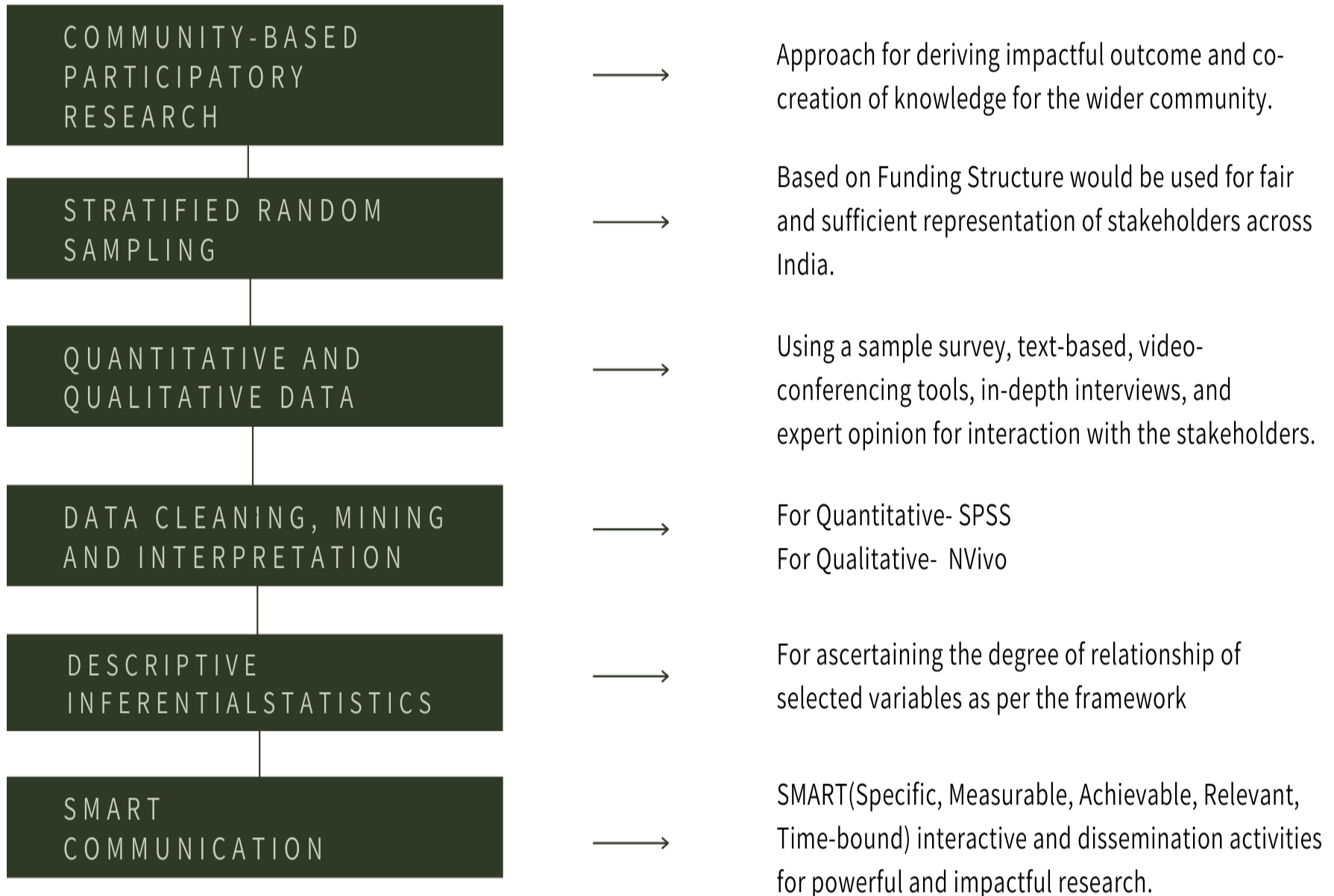
## Major Hypothesis (null)

H0: There is no association between Technology-Enabled Blended Learning and overall learning experience in Higher Education in Post-COVID India.

# CONCEPT MAP

**COVID-19** → Technology-Enabled Blended Learning →

**Factors**
1. Digital Infrastructure
2. Online Learning Competencies
3. Technical Support
4. Access and functionality
5. Maintain Systems at institutional level
6. Training Teachers on the usage of ICT
7. Developing Relevant Content
8. Community Inclusion to expand impact and sustainability
9. Cost of ICT ownership
10. Learning material and resources
11. Field of study
12. Professional Development

**Technology Adoption**
·Technology Ownership
·Technology- enabled working spaces
·Technology enhanced connection/ communication
·Technology Support Services
·Security

**Learning Environments**
·Classroom technologies
·E-tivities, assignments
·Instructional Approaches
·Class policy(mobile devices, LMS, MOOCs)

**Teaching and Learning**
·Teaching Practices
·Online Skills(integrating LMS, MOOCs recording, online collaboration, polling)
·Online Services(guidance, progress, tutoring)
·Community Engagement
·Technology support or assistance

**Research and Scholarship**
·Institution's Support
·Resources
·Virtual Environment(Outcome, evaluation)
·Social Responsibility
·Consultation// Feedback

**Learning Outcomes**
·Collaboration
·Interaction
·Perception and Reflection
·Knowledge Construction
·Motivation
·Growth Mindset

**SDG4**
- **Knowledge Democracy**
- **Economic Growth and Development**

# Research Methodology

**COMMUNITY-BASED PARTICIPATORY RESEARCH** → Approach for deriving impactful outcome and co-creation of knowledge for the wider community.

**STRATIFIED RANDOM SAMPLING** → Based on Funding Structure would be used for fair and sufficient representation of stakeholders across India.

**QUANTITATIVE AND QUALITATIVE DATA** → Using a sample survey, text-based, video-conferencing tools, in-depth interviews, and expert opinion for interaction with the stakeholders.

**DATA CLEANING, MINING AND INTERPRETATION** → For Quantitative- SPSS
For Qualitative- NVivo

**DESCRIPTIVE INFERENTIALSTATISTICS** → For ascertaining the degree of relationship of selected variables as per the framework

**SMART COMMUNICATION** → SMART(Specific, Measurable, Achievable, Relevant, Time-bound) interactive and dissemination activities for powerful and impactful research.

## RELEVANCE AND EXPECTED OUTCOMES

- This study is an attempt at co-creation knowledge for an inclusive knowledge world.

- This piece of work would be able to contribute to Total Scenario Planning with systematizing effective strategies for strengthening the skills of all actors and suggest directions to address educational disruption.

- Occasional papers and publishable quality research articles would be developed based on the field study.

- Research output would be presented in a reputed conference related to the Quality of Higher Education.

# Tentative Chapterisation

**01**

## REVIEW OF LITERATURE

Review literature related to Blended Learning Approach (BLA),teaching-learning, learning environment, technology adoption, research, evaluation, and outcomes.

**02**

## INTRODUCTION

Identify a problem Statement,Research Objectives, Rationale of the Study, and Scope of the Study

**03**

## ANALYSIS OF DATA

Data cleaning, mining, and interpretation using SPSS

**04**

## METHODOLOGY, TOOLS & TECHNIQUES

Stratified random sampling,Data collection, total scenario planning

**05**

## CONCLUSION, LIMITATIONS,FUTURE SCOPE

Implications on Higher Education, recommend pointers,limitations, Future Scope of Research

**06**

## DISCUSSION

Interpret the results on the status of the dimensions

# IMPLICATIONS OF THE RESEARCH

- Realizing the new normal of the higher education system, during and post-pandemic, it is quintessential to transform the higher education sector fundamentally.

- A new task demands to learn and relearn to build a robust, well developed institutional culture to meet the demand and expectations.

- This study will offer a push forward in exploring the potential of flexible learning platforms and greater acceptance for online teaching and learning to become a more integral part of study layout and content design.

- To cope with future calls, organizations have to be empowered with sufficient capacity along with policy support and processes to deliver quality education in the redesigned classroom concept.

# Timeline

The expected duration of the proposed study is twenty-four months.

Month 1-3     Planning
Month 1-24    Literature review
Month 5-8     Stakeholder mapping
Month 8-11    Tool development and orientation of data collection
Month 11-16   Data collection
Month 16-19   Analysis
Month 19-24   Writing and dissemination

## Month-wise Milestones

■ Duration

| Milestone | |
|---|---|
| Planning | |
| Literature Review | |
| Stakeholder mapping | |
| Tool development and orientation of data collection | |
| Data collection | |
| Analysis | |
| Writing and Dissemination | |

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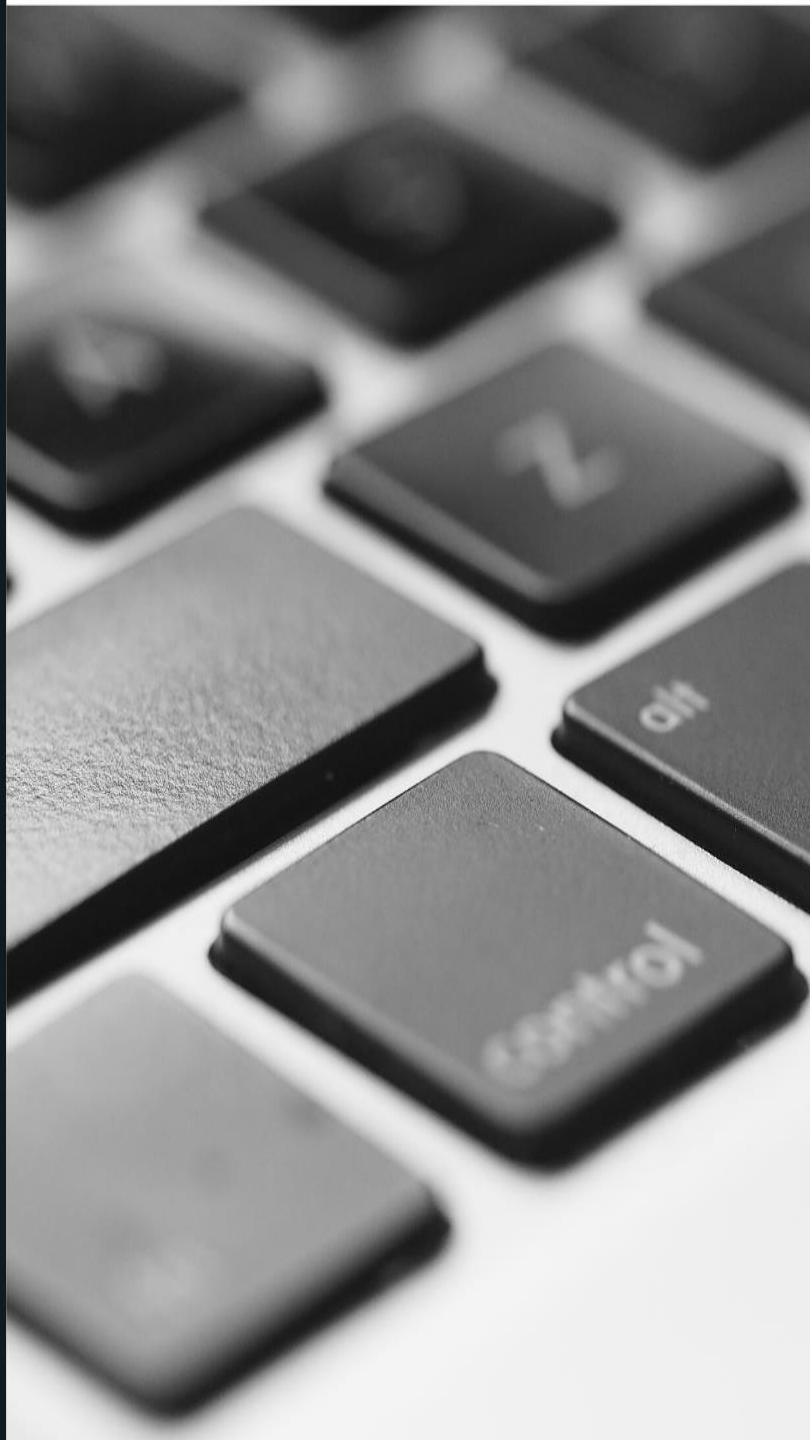
# Thank you!

## DPGC Convener

Prof. Nupur Tandon

## DREC Members

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Dr. Gunjan Soni
Dr. Dipti Sharma
Dr. Nidhi Sharma