

A CRITIQUE OF THE VARIOUS CHALLENGES OF CONVENTIONAL TEACHING AND BLENDED TEACHING FOR ENHANCING THE LEARNING OUTCOMES OF THE B.ED LEARNERS.

Abstract

In today's digital era, technology has entered every field of human endeavor. During the COVID pandemic, there was a paradigm shift from traditional teaching to online teaching. Lots of research have been occurs to focus on the amenable aspects of digital technologies in Education. National Education Policy 2020, itself focuses on promoting digital literacy through online or blended mode to the young generation as well as teachers. It has now become an essential competency skill for teachers to be equipped with the usage of digital tools in pedagogy. Due to the present demand, future teachers must be highly compatible in using technology in education. Therefore, this paper focuses on the various challenges of conventional teaching and blended teaching for enhancing the learning outcomes of B.Ed learners. For this realization, around 20 research papers were reviewed to provide qualitative data.

Keywords: Conventional teaching, Blended teaching, Learning outcomes, Virtual divide.

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I. INTRODUCTION

Education is a crucial phenomenon for the advancement of the overall nation. In the realm of education, the pursuit of enhancing learning outcomes is an enduring goal. This pursuit has given rise to various instructional methodologies, each with its own strengths and challenges. Among these methodologies, conventional teaching and blended teaching have emerged as prominent contenders, both vying to optimize the learning experience for Bachelor of Education (B.Ed) learners. Conventional teaching, rooted in traditional classroom practices, has long been the cornerstone of education. On the other hand, blended teaching, a modern fusion of face-to-face instruction and digital elements, represents an evolution that responds to the changing educational landscape. As we delve into a critique of these methodologies, it becomes evident that while both approaches hold potential for enhancing learning outcomes, they also present distinct challenges that must be critically examined. This analysis aims to illuminate the multifaceted challenges associated with both conventional and blended teaching in the context of B.Ed learners, shedding light on the complexities that educators and institutions must navigate to effectively nurture the educational journey. By delving into these challenges, we can better comprehend the dynamics at play and pave the way for informed decision-making in the pursuit of optimizing B.Ed learners' learning outcomes.

II. OPERATIONAL DEFINITION OF THE KEYWORDS

1. **Conventional Teaching-** It's the traditional sort of coaching in which the instructors and students meet within an identical area at an identical time. Operationally, teacher-centered coaching and lecturing is the maximum common teaching method used for B.Ed inexperienced pupils.
2. **Blended Teaching:** Graham (2006) defines mixed gaining knowledge as "an aggregate of coaching from two traditionally separate models of coaching and gaining knowledge of conventional face-to-face learning systems and laptop-mediated learning". Operationally blended learning is defined as a coaching method that blends using technology within the learning environment with the conventional learning putting and tools to maximize gaining knowledge as it transforms the setting from a class that is instructor-focused into one that is student-focused. This helps enhance the fine of a teaching-learning manner by enhancing its outputs, developing new potentials for self-studying in addition to lifelong mastering.
3. **Learning Outcomes:** The knowledge or abilities a student should have acquired by the end of a course, class, or program are referred to as learning outcomes. What students should know, be able to accomplish, or value as a result of taking a course is stated in learning outcomes, which are quantifiable assertions.
4. **Virtual Divide:** Consistent with the NEP 2020, the blessings of online/digital schooling cannot be leveraged except the virtual divide is removed through concerted efforts, which include the Digital India campaign and the provision of lower-priced computing devices. It is important that the use of era for online and digital training appropriately addresses concerns of fairness. There may be evidence that a digital divide may additionally

obstruct the getting-to-know system as students do now not have access to technology sufficiently. Addressing this gap will improve college students' abilities to learn, collaborate, and share information.

III. BRIEF REVIEW OF RELATED LITERATURE

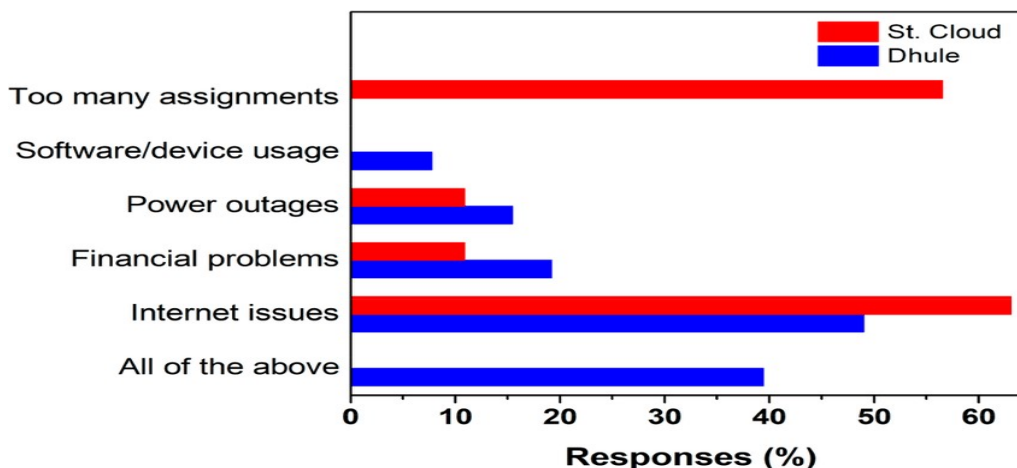
The following review of scholarly articles collected which support the study –

A government précis posted via the United international locations (August 2020) said, ninety four percentage of students globally have been impacted, achieving 99 percent in international locations with negative and lower-middle income, in keeping with the UN. consistent with a UN estimate (PDF) released last month, the scholar population is expected to gain 99 percent in low- and decrease-center-income countries on August 18, 2020.

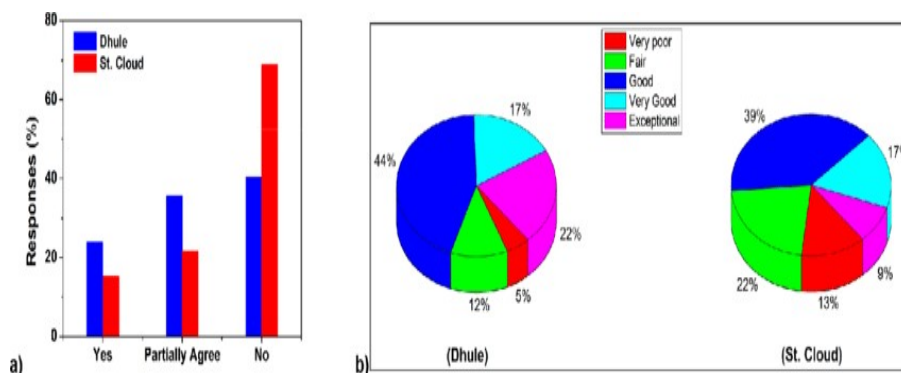
Due to the outbreak of the COVID-19 pandemic, there was a stunning shift in the teaching and studying paradigm from traditional lecture rooms gaining knowledge to online learning. At the same time students and instructors are nevertheless looking to cope with this unexpected change, there are numerous hazards and issues of online reading techniques. But, online studying additionally has many advantages, it's far reachable to a vast variety of college students, there is flexibility in terms of time and a higher interface, as well as coaching content that improves student performance. Moreover, the predominance of traditional teaching and getting-to-know processes for a long time has caused the formation of students' behavior of gaining knowledge of and adapting to the path in a one-of-a-kind manner than online gaining knowledge. A combined learning method is a great opportunity that permits college students to revel in the high quality of each strategy. Mixed gaining knowledge is referred to as an academic technique that mixes digital studying substances with traditional face-to-face study room guidance. In a real combined studying situation, the scholar and the instructor must be bodily gifts inside the exact vicinity. As an example, a pupil can take conventional study room publications and complement the curriculum with web multimedia homework. It meets the wishes of various college students who may prefer online getting-to-know or traditional studying as it combines both practices into one.

1. **S. Maria Josephine Arokia Marie (2021)** conducted a study on improved Pedagogical Practices to enhance student trainers' overall performance through combined studying. This study aims to discover an innovative approach to teaching and gaining knowledge known as the combined mastering approach. A progressive approach to coaching and learning mixed learning with a rotational version in which college students research inside the presence of a trainer and an internet platform was used to educate an experimental group that include 29 trainer college students, even as a conventional method was used with a control organization along with 24 student instructors. The experiment lasted 8 weeks. The effects of the examination found that there have been large variations in suggested test scores in preference of the experimental organization at the 0.05 degree. The findings also indicated that there had been statistically great differences at zero.05 stage within the level of teaching overall performance of the members earlier than and after the implementation of the blended getting-to-know method in wants of the post-application. It's been authorized for the combined gaining knowledge of the program in science training.

2. **Prabhas Ranjan (2020)** researched on -Is blended getting to know higher than on line gaining knowledge of for B.Ed college students. This take a look at becomes experimental and unfolds through the years to observe the effectiveness of a mixed getting to know mode and on-line mastering modes (along with their specific teaching and getting to know strategies) for an undergraduate curriculum. A randomly decided on sample of college students with a similar diploma of intelligence quotient (IQ) become subjected to each controlled (face-to-face) and experimental remedies (online and combined analyzing). The members have been college students of the particularly complete-time B.Ed path. The researcher positioned that the common results performed in the mixed gaining knowledge of mode were higher than in the on-line getting-to-understand mode. teacher-pupil interaction seemed to be a vital detail for better-combined studying basic overall performance. This studies additionally shows that mixed studying has brought about better mastering consequences and motivation. Mixed gaining knowledge of has the capability to resource scholar-focused teaching and gaining knowledge of. it's far a critical locating for the growing fashion of on-line training in India.
3. **Alsalmi, N. R., Eltahir, M. E., & Al-Qatawneh, S. S. (2019)** researched the effect of mixed studying on ninth-grade technology success and attitudes towards its use. It turned into a quasi-experimental look that encompassed 112 college students, experimental-sixty-one and manage-fifty-one. The locating determined that there have been tremendous variations in the various experimental and control businesses. Extra studies into the software program of mixed mastering in better schooling establishments are recommended with the useful resource of the examination. Key phrases: Attitudes, fulfillment, combined mastering.
4. **Dhawan, S. (2020)** performed a take a look at online studying: a panacea inside the Time of the COVID-19 crisis. This study includes the significance of online education and an assessment of the strengths, weaknesses, opportunities, and challenges of the getting-to-know regime in times of disaster. It sheds mild on the increase of EdTech through the pandemic and indicates a way to deal with the demanding situations of online analyzing.
5. **Darojat, O . (2016)** studied – Curriculum development through mixed pedagogy. The purpose of the have-a-look is to apprehend the problems associated with imposing combined pedagogy. A qualitative case exam has been applied in open and distance getting-to-know (ODL) universities in Southeast Asia. This appearance offers a sensible recommendation that net-based learning is now turning into a strategic choice for ODL in growing nations to expand access and meet challenges for a higher destiny.
 - Diverse challenges students faced in every organization during the COVID-19 Parameters (An international perspective: coaching Chemistry and tasty students at some stage in the COVID-19 Pandemic Rodney A. Tigaa* and Swapnil L. Sonawane <https://dx.doi.org/10.1021/acs.jchemed.0c00554>)



- Student self-evaluation of the amount of chemistry found out through trainer-shared materials at some point during the COVID-19 epidemic, and assessment of face-to-face and online studying to envision pupil choice-



IV. BLENDED LEARNING STRATEGIES IN TEACHER EDUCATION PROGRAMS

Blended studying is an academic technique that combines conventional male or woman teaching strategies with online learning activities. It is specifically applicable in instructor education packages because it gives flexibility, individualization, and stability between face-to-face interactions and generation-enhanced getting-to-know. Right here is some gilding on mixed learning strategies in instructor training programs:

- 1. Flipped Study Room Version:** In this method, conventional coaching techniques are reversed. Students engage with online sources, inclusive of video lectures and analyzing materials, before attending a face-to-face elegance. Classroom time is then applied for discussions, trouble-fixing, and interactive sports. This method permits teachers to awareness of the application and deeper knowledge at some point in individual classes.
- 2. Online Discussion Forums:** Incorporating online discussion systems permits instructor-schooling college students to interact in asynchronous discussions approximately

numerous educational topics. They could percentage their perspectives, ask questions, and collaborate with peers, fostering critical questioning and network constructing.

3. **Digital Simulations and Role-playing:** Online simulations and role-gambling sports provide a secure space for teacher applicants to practice study room control, academic strategies, and different coaching competencies. These activities can help bridge the distance between theory and exercise.
4. **Peer Coaching and Evaluation:** Blended getting-to-know can include peer coaching classes in which students take turns designing and turning in brief lessons to their classmates. Online systems can facilitate peer evaluation, wherein students provide constructive feedback to their peers on teaching strategies, content material transport, and lecture room management.
5. **Interactive Multimedia Modules:** Increase interactive online modules that combine films, quizzes, interactive scenarios, and multimedia elements. These modules can cope with various factors of pedagogy, instructional generation, and problem-specific content, catering to unique learning styles.
6. **Customized Learning Paths:** Make use of studying management systems (LMS) to create personalized learning paths for each student. Primarily based on diagnostic exams, students can get hold of targeted resources and activities that deal with their specific desires, supporting their development at their own pace.
7. **Collaborative Projects:** Assign institution tasks that require college students to collaborate online and in character. Those initiatives can be cognizance of curriculum development, lesson-making plans, or designing innovative teaching methods. This method promotes teamwork and verbal exchange of talents.
8. **Hybrid Workshops and Seminars:** a mixture of conventional workshops and seminars with online components. As an example, introduce a subject via a web module after which maintains an in-person workshop for deeper discussions, hands-on sports, and on-the-spot rationalization of doubts.
9. **Mentorship and Training:** contain online mentoring and coaching sessions, in which instructor candidates obtain guidance and comments from experienced educators. this can beautify reflective practices and help beginner instructors increase their coaching talents.
10. **Reflective Journals and Blogs:** Encourage trainer candidates to preserve reflective journals or blogs online. they can record their coaching reviews, instructions learned, demanding situations confronted, and strategies hired. This exercise promotes self-reflection and a professional boom.
11. **Microteaching Films:** Have trainer applicants file microteaching periods and upload them for peer and teacher comments. This allows for a focused analysis of coaching strategies and offers a risk to refine their instructional strategies.

- 12. Assessment and Comments Online:** make use of online tools for formative and summative checks. This could include quizzes, surveys, and peer opinions. Well-timed remarks can guide trainer applicants' progress and inform their subsequent steps.

With the aid of enforcing those blended gaining knowledge of strategies, teacher training applications can create a dynamic and comprehensive gaining knowledge of revel in that prepares educators to efficiently meet the various needs of their future students.

The Importance of Blended Learning for Improving The Learning Outcomes of Undergraduate Students

Blended learning gives numerous benefits for improving the studying consequences of undergraduate college students. Here are a few key factors highlighting its importance:

- 1. Flexibility and Accessibility:** Blending knowledge presents students with the ability to get admission to direction materials and resources at their tempo and comfort. This accessibility is in particular useful for college kids with various schedules, commitments, or gaining knowledge of choices, ensuring that more students can engage with the content material successfully.
- 2. Personalized Learning:** Through online components, combined mastering allows instructors to tailor content material and activities to personal college students' needs and learning styles. Adaptive technologies and information analysis may be used to become aware of areas of war and fulfillment, permitting educators to provide targeted guides and resources.
- 3. Active Engagement:** Combined gaining knowledge encourages active pupil engagement. Online components, along with dialogue boards, quizzes, and interactive modules, activate students to engage with the fabric and every other more dynamically, fostering crucial wondering and collaborative capabilities.
- 4. More Advantageous Interplay:** Blended learning gives a balanced mix of face-to-face and online interactions. In-person classes may be targeted at interactive discussions, institutional sports, and hands-on experiences, whilst online platforms offer possibilities for ongoing engagement and know-how sharing.
- 5. Self-Directed Mastering Capabilities:** The web part of combined gaining knowledge promotes self-directed studying. College students learn how to manipulate their time, set dreams, and navigate online resources independently, competencies which might be precious to both of their academic pursuits and future careers.
- 6. Deeper Mastering:** Blended gaining knowledge encourages deeper getting to know by using incorporating a ramification of tutorial techniques. college students have interaction with content via multimedia, actual-international examples, and interactive activities, leading to a greater comprehensive know-how of the problem matter.

7. **Immediately Remarks:** Online exams and quizzes offer immediate feedback to college students, permitting them to gauge their expertise in the fabric. This activated remarks loop allows students to identify regions that want similar interests and alter their studying techniques accordingly.
8. **Advanced Retention and Consideration:** Blended mastering leverages diverse coaching approaches, which can decorate students' retention and not forget records. Combining visible, auditory, and kinesthetic factors enables cater to exceptional learning possibilities.
9. **Actual-Global Competencies Improvement:** The era of integration in mixed studying equips college students with essential digital literacy and online communication talents which are valuable in the latest interconnected world.
10. **Better Engagement Degrees:** Combined gaining knowledge has been shown to increase student engagement and motivation. The form of learning stories, which include online interactions, multimedia content, and interactive simulations, can make the mastering process extra fun and thrilling.
11. **Practice for Online Environments:** Combined studying exposes college students to online mastering environments, which is increasingly relevant as the usage of generation in schooling keeps developing. Familiarity with online tools and platforms prepares college students for addition to online guides and professional improvement.
12. **Education for Lifelong Getting to Know:** Using experiencing a combination of mastering modalities, college students develop adaptable knowledge of strategies that may be carried out throughout their lives. This prepares them for the continued want to research and adapt in a swiftly changing international.

Incorporating mixed getting-to-know into undergraduate education can cause extra engagement, empower, and hit beginners. It capitalizes on the strengths of each conventional and online mastering strategy, fostering a complete educational enjoyment that promotes instructional success and prepares college students for future challenges.

V. CONTRASTING THE CURRICULUM COMPONENTS BETWEEN CONVENTIONAL TEACHING AND BLENDED TEACHING IN ATEACHER TRAINING PROGRAM

| Conventional teaching | Blended teaching |
|---|---|
| <i>Content delivery</i> | |
| Sitting-on campus; Fixed time table; live lectures; a missed lecture cannot be repeated. | online; optional on/off-campus seating; free schedule; on-demand: asynchronous and synchronous lectures; IT support; Recorded lectures that can be replayed on demand. |
| <i>Learner's Activities</i> | |
| School face type; Passive education; Active learning; Social studies; group work; Individual projects; test pen and paper. | online tutors; web-based visit personal activities; personal projects; online activities: e-mail, text chat, forums; unlimited interactions and keynotes; computer-mediated online e-learning; online modules; webinars. computer-based tests |
| <i>Instructional Materials</i> | |
| oral lecture presentations; oral lecture text; Mega teaching lesson plan; traditional and constructive teaching methodology; Mostly hardware-based teaching aids used like charts, models, etc; classroom discussions. | online lecture presentations; online lecture text; technologically integrated lesson plans; technologically based methodologies; including software-based teaching aids like PowerPoint, websites, excel, chat GTP, etc; an online forum for group discussions. |
| <i>Required competencies</i> | |
| the basic level of professional competence; communicative competence. | Techno-pedagogical skills competence; -ICT competence; self-learning competence; self-management competence. |

VI. CONCLUSION

A concern of NEP 2020 for the implementation of the Blended learning strategy in the classroom will be highly superfine when initially the training for the same will be provided in the professional courses. So it is highly recommended every educational institute supports future teachers to get well-equipped with the latest digital technologies in pedagogies. According to Sethy, "an effective blended learning TTP should make sure that it: promotes connections and conversations, guides, directs, and tracks learning routes, nurtures a top-tier global workforce, provides consistent and up-to-date messages, utilizes the technologies effectively, fosters independent habits for learning and reference, encourages learning and work, and improves performance and controls costs."

A lot of research concluded that blended teaching is more highly beneficial than conventional teaching in enhancing the learning outcomes of the learners. Therefore, Blended teaching should be viewed as an opportunity to change the way that teacher training curriculum should be developed, scheduled, and transact through a combination of online and offline modes or synchronously and asynchronously.

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