



Study of Challenges and Opportunities in Blended Learning with Special Reference to Commerce Students of Nagpur University

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Abstract: *The Information and Technology had transformed the way of teaching and learning during the post-COVID era. The students are feeling ease in online as well as offline mode. Some of the students of specialised courses had different modalities; so they feel convenience in different approach of teaching-learning. This paper focuses on the insight into current and future trends regarding how conventional face-to-face instruction is facilitated and influence by web-based/computer-supported learning and other emerging technologies. Practical pedagogical issues related to commerce courses and practice of blended learning in higher institutions of Nagpur University is discussed.*

Keywords: blended Mode, Online Teaching-Learning, Commerce Students

I. INTRODUCTION

Information and communication technology (ICT) is developing in a faster manner and the society is becoming the globalized due to the fast growing knowledge. After COVID-19 educational institution have started their focus towards the online from offline mode. During the post-COVID situation the blended mode of teaching-learning are coming forward. These situations have created new challenges and opportunities in instructional design model and pedagogical approaches in many institutions. The use of ICT in the spear of teaching-learning has removed time and place constraints in the teaching and learning of commerce students of Nagpur University. These explorations of ICT in the teaching and learning of commerce is facilitated through the use of web-based and computer-supported technologies in both synchronous and asynchronous dimensions, commonly known as virtual learning environment (VLE). It can be defined as a self-paced computer-based (web) environment enabling interaction between teachers and students where many tools are provided for the students to facilitate their learning experience. Some teaching-learning environment require specific software to be installed on the users' computer, but most of the environment operate across the World Wide Web, so learners often need Internet connectivity to access a this environment. Access to online courses is granted with a password or the link available only to students enrolled in the official institutional courses by the lecturers. The web is shifting from being a teaching-learning medium in which information is transmitted and used to a platform, in which content is created, shared, repurposed, and passed along as connective knowledge in networks. Learning materials are produced and altered by students, sometimes in collaboration, with teachers, who takes the role of mediators in the process of teaching-learning of the subject matter using web-based approaches. Thus, knowledge only resides not only in the mind of an instructor or individuals, but also in a distributed mode across a network, and learning is the act of recognizing patterns shaped by these complex networks. The main feature of distributed knowledge is that the learning environment is designed to accommodate the fact that students have varied learning styles, needs and preferences.

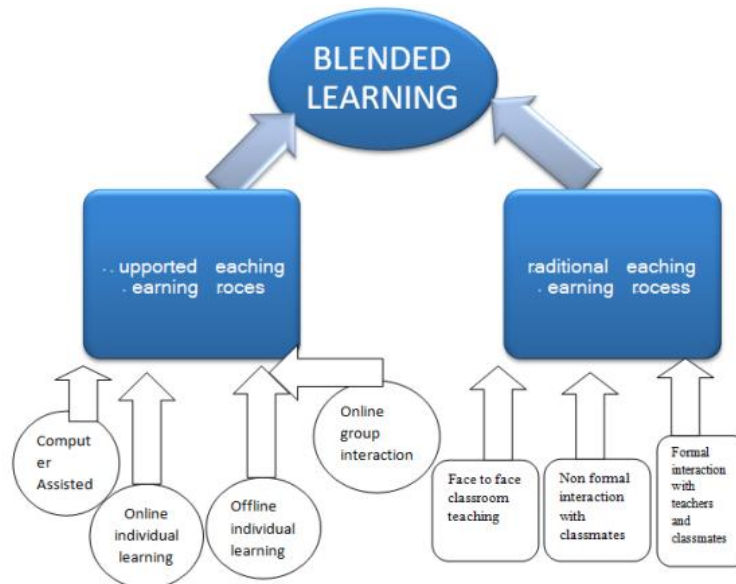
The students of commerce are getting momentum in online and off-line mode i.e. blended mode.

Students have to pay little or no attention to understanding basic commerce concepts. Therefore, supplementing conventional face-to-face learning in the classroom with technological-based tools might stimulate learners' interest and gives learners control of their learning task and may also increase the number of students taking commerce. This blended learning approach is influencing students' perceptions of the learning environment, their learning approaches, and learning outcomes in the subject matter.



II. BLENDED LEARNING

In the current days the educational system is in a transition stage. To meet the challenges of expansion and for catering individuals need it is trying to adopt new and innovative technologies and exploring new paths to reach the target of quality educational opportunities for all, at the same time due to different factors like deficient budgets, lack of facilities, advantages of face to face interaction, it is not fully ready to leave the traditional modes of knowledge transfer. Also the students are in a state of dual mind. When a group of teacher trainees were inquired about the method of teaching they will prefer from tradition classroom teaching and ICT enabled teaching the students were nearly evenly divided between both the choices. The traditional method of teaching in spite of its some shortcomings provides a much needed human touch to the teaching learning process. Personality and behaviour of the teachers directly influences the budding personality of the students. Only face to face interaction meets the affective objectives with cognitive and psychomotor. Face to face traditional approach helps in developing a robust value system. Social skills like cooperation, sharing, expression and respecting other’s views are more effortlessly developed in traditional mode of teaching. Students learn not only from books, or from teachers teaching inside classroom but also from the fellow students, through their peer group interaction, they learn many skills in playground and their small social interactions in cafeteria, lounge etc. All this is necessary for an appropriate personality development.



Blended learning is the idea that includes framing teaching learning process that incorporates both face to face teaching and teaching supported by ICT. Blended learning includes direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning.

2.1 Challenges in Blended Learning

In blended Learning method many challenges arise which includes :

- It is failing to meet the individual requirements of all the students in the class basically due to improper pupil teacher ratio
- It is not adapting itself to meet the challenge of teaching face-to-face challenges students
- Teachers are not fully trained for integrated classroom.
- It is not fit to fulfil the challenges put forward by the irregular students as attendance is must and evaluation system depends on the annual examination. If students fail to take the examination his complete year is a waste, due to rigidity the irregular students are in a way excluded from the main stream of school system.
- Also absence of professional counsellors and absence of right attitude of the teachers and dearth of follow up activities in the schools the children who discontinue the school for any reason do not get the chance for entering in the formal educational system again.
- School is not able to reach each child and so education for all is still a far sighted goal

- Children from deprived groups, from the areas that are geographically inaccessible and medically unfit students are not able to gain benefit from this formal traditional mode of teaching.
- At the same time students have to suffer due to shortage of teachers, their learning has many ambiguities due to inefficient teachers.
- Course are not frequently revised, books are not updated and teachers are not interested in upgrading their knowledge and professional skills, the result is that our students are not well equipped to meet the demands of the modern market and professions.

2.2 Opportunities in Blended Learning

- Blended Learning is a key driver of learning development which lowers the costs and high-speed internet.
- Due to the narrow classroom space, students lack sufficient exposure to the target language learning settings for the some educational institution with limited educational facilities.
- The online resources can meet the needs of experiencing a language immersion environment.
- Online teaching plays a vital role in blended learning.
- Students can draw on computer input systems to learn additional skills like standard pronunciation and advanced composition.
- Blended method are helpful to the students at large as students can access learning material as and when required also students can interact with teachers directly and get information what they want.

III. CONCLUSION

In a current technologically era, using only in-person instruction is more fruitless for the students. Alternatively, adopting solo online learning has its disadvantages such as late feedback, difficulty with the engagement of students, social isolation, and lack of motivation. By designing a blended course effectively and integrating constructive sides of online and face-to-face education, ones can reach mastery of the content. Adopting technology in the education system and blended learning is valued in the academic world. The blended mode of teaching-learning is helpful to the students as well as teachers. The percentage of retention of facts will improved.

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