



Contemporary Pedagogical Transactions in India: A Comprehensive Analysis of Recent Trends

Preeti Dash,

Research Scholar,

Department-English,

Gangadhar Meher University, Sambalpur, India

Abstract:

Despite studies and anecdotal evidence suggesting otherwise, there has not been a broad dissemination of technological advancements for teaching and learning, nor has IT been substantially incorporated into the curriculum. Many educators still need to gain the self-assurance and openness necessary to fully embrace technology for their teaching responsibilities, despite the increasing percentage of teachers excited about embracing technology because of the promise of modern tools for their students. Given the extent of the investment in pedagogical technology in higher education, the anticipated need for remote education, and the established efficacy with specific educational outcomes, it seems sensible to examine why some faculty find technology integration for teaching and learning so attractive. To a large extent, the technologies that came to characterize each new generation of remote education delivery are responsible for the field's development. However, the modern Learning Management System (LMS) has altered the face of online instruction in the twenty-first century. Traditional distance education models that rely on in-person interactions between teachers and students are also beginning to embrace LMSs to mediate teaching and learning. While significant obstacles remain to the widespread use of LMS technology in blended learning, various factors have been cited in the literature as accelerators toward this objective. This study investigates the relationship between student characteristics, background, design elements, and learning outcomes in a blended learning environment. This research intends to determine the most crucial factors of blended learning success by examining student characteristics and prior experience. This article aims to assess how management faculty members see the advantages and disadvantages of using various forms of instructional technology in the classroom. The research

also looks to see whether teachers' demographics, such as age, experience, availability of preparation time, and educational background, influence the degree to which they use technology in the classroom.

Keywords: Blended learning, Pedagogy, LMS technology, Tertiary education, ICT, NEP.

Pedagogical transaction: An Introduction

In this model, the educator plays the role of information distributor, truth arbitrator, and ultimate judge of student progress. According to this view, a teacher's role is to impart specific information to their charges in a prescribed sequence.

From this point of view, teaching is the process of generating settings in which students may interact with the content to be learned to develop knowledge, and this is the goal of education. The pedagogical tenet of constructivism is compatible with this outlook. In this environment, students are not passive recipients of information but creators of new knowledge as they synthesize current understanding with new data. This is in contrast to the more traditional model of education, in which information is imparted. And in the same way that each student's prior experiences and knowledge are unique, so too is the interpretation, comprehension, and meaning of the new information they finally build.

It is not expected of teachers to fill the heads of learners with pre-existing knowledge; instead, teachers should assist students in the construction of their expertise by cultivating environments in which students' previously acquired information can interact with newly acquired information to produce meaningful knowledge (information that builds on pupils' prior knowledge). Students are seen to have achieved academic success when they can apply the information they have gained to solving issues that occur in the real world or when they can produce goods or performances valued in one or more cultural contexts.

What exactly entails Blended learning?

Blended learning aids students by combining traditional "blackboard and chalk" classroom instruction with hands-on, experiential learning. This means that students will still have access to classroom instruction, albeit via a digital interface rather than a human one. Blended learning has several applications outside the classroom, including teacher training and professional development. Blended learning gives its customers a complete education and improves the quality of their education overall. Learning opportunities are now unrestricted by geographical location when they may be pursued in a digital setting. Students would be able to visit a school or training facility to participate physically. Participants in education and training are liberated from physical location requirements.

A well-built instructional model that accommodates the demands of both teachers and students is necessary for successfully adopting the blended learning model in schools, despite the fact that it has proven successful for many kids.

Technology's role in blended learning

The societal shift towards accelerating technological adoption across services and activities is a glaring consequence of the pandemic. Because of this, blended learning has also gained momentum in the classroom. The term "blended learning" refers to the practice of integrating online and classroom-based instruction. The educational sector saw a dramatic transition due to significant investments and innovations from educational institutions and government entities. Why? Because people finally realized that raising a well-rounded kid requires a comprehensive strategy supported by cutting-edge ed tech solutions. The safety of education is a primary motivation for the implementation of blended learning, which does so while also placing the kid and the childhood experience at the center.

Fostering collaborative learning:

Students develop their capacity to work together and their capacity for critical thought via both independent and collaborative endeavours. Teachers and students may work together to devise an individualized learning strategy tailored to each individual's needs. Educators may build a unique resource library for their pupils by including student-created study modules and videos. After constructing this library based on frequent requirements, a teacher may extend it to accommodate less frequent needs and counsel individuals or small groups on the best use of these resources.

Facilitating structured education:

Teachers may now distribute knowledge in a way that is both systematic and tailored to the needs of their pupils. Students may participate in supervised activities via digital resources like worksheets, discussion forums, video tutorials, etc. Students are given the tools they need to become influential classroom leaders, their educational experiences are enhanced, and they are given the opportunity to use technology effectively to lay a solid academic foundation.

Establishing frank and fruitful discussion across all parties involved:

Controlling the flow of lessons and checking in with students to see how they're doing are both vital classroom management tasks. Conversations between students and instructors may be free-flowing and deep in online courses. Teachers may collect assignments, provide comments, and provide various learning tools to match the requirements of their students. Parents, students, and investors are all groups that may have productive conversations about the problems that need fixing and how to go about doing so.

Outcomes of blended learning on both students and teachers

By dismantling the status quo of education, blended learning has assumed critical importance. It uses modern tools to personalize the educational experience for each student by adapting materials and activities to their specific requirements. Because of the adaptability and individualization that come with blended learning, students may go at their own speed while still making significant progress. Because of this, composite tools allow students to experience personalized learning that is conducive to their study habits while also allowing professors to engage with students via the monitoring of their progress and the provision of immediate feedback. The training and education of pupils may benefit from this rethought approach to tutoring, which makes use of resources outside the traditional classroom.

As an outcome of implementing blended learning, instructors may see improvements in their classrooms, including increased student engagement, more timely and accurate feedback on their teaching techniques, the introduction of novel teaching strategies, more opportunities for student collaboration, and better time management. As a result, blended learning programs emphasize helping students develop skills for analyzing and controlling social and emotional competence.

Characteristics of a Blended-Learning Layout

Blended learning, which incorporates the use of technology, is one of the many changes being adopted by the education system. Despite the inevitable growing pains, this novel pedagogical method has been widely adopted. Adopting innovations such as blended learning (the mix of face-to-face and virtual pedagogical practices) is difficult, particularly in developing countries.

Interactions, high-quality technology, in-person help, and the resources of a learning management system are all part of the design. It has been demonstrated that the lack of learner connection is an internal element that contributes to the attrition of students from online courses. This factor is directly related to individual students' failure and final dropout. It was also said that students would drop out of their blended courses if they struggled to interact with other students and ended up feeling lonely and alone. Blended learning is more successful when students can interact with their professors and classmates since their absence causes them to retreat. Learner satisfaction in online and mixed courses may be increased by providing high-quality materials in a learning management system. In general, people are not happy when they are forced to deal with subpar technology; therefore, it stands to reason that the quality of the technology has a significant bearing on user happiness. Success in blended learning may be measured by how often students return to a learning management system. In both online and hybrid classrooms, better results may be achieved by strategically using a well-designed learning management system and its associated technologies.

Blended learning success may be predicted by how happy students are with their LMS; it has been noticed. Sharing notes, turning in homework, and keeping track of due dates are all ways that students report a boost in their education. Participants in the research agreed that Moodle was useful for learning. Learners' favorable reactions to face-to-face interactions are essential to blended learning environments. Students say they prefer face-to-face instruction because it helps them practice and perfect the people skills and verbal exchanges they learn in school. However, some students thrive in classrooms with live instructors and classmates, and these students strongly favor the face-to-face component of blended learning. However, our research focuses on the advantages of face-to-face interaction over its virtual counterpart. Blended learning has this benefit since students can show appreciation for both online and in-person instruction. Some studies have shown that having a teacher present in a classroom may help bridge the gap between the instructor and the students, resulting in enhanced learning. It is because instructors may become closer to students on a psychological level using a combination of verbal and nonverbal cues, such as praise, questioning, comedy, and eye contact.

Blended learning facilitated by LMS in distant postsecondary education: establishing the linkages between enabling conditions, voluntariness, and usage behavior.

All around the globe, governments recognize the value of investing in their people's postsecondary education as a method of building their human resource capacity. This explains why advanced degrees are in such great demand all across the globe. Tertiary education provides the foundation for a country's formal human resource development in the labor market, and its graduates are thus highly valued. This means that most universities lack the facilities, faculty, and other resources necessary to keep up with the soaring demand for college degrees. As its name implies, distance learning occurs when the teacher and student are physically separated for most of the course. While some self-study may be appropriate in some instances, distance education typically requires the involvement of a formal educational institution that oversees course content and provides students with necessary materials and support.

A learning management system (LMS) is an online platform for instruction and assessment that operates independently of physical location and time. Some have speculated that LMS may assist schools in accommodating a larger student body by increasing access, decreasing tuition, and enhancing the quality of their programs.

The term "facilitating conditions" (FC) refers to a user's perception of how well the system's organizational and technological infrastructure is designed to serve user needs. The concept is defined as the extent to which course instructors consider having access to the necessary information and communication technology (ICT) infrastructure, technical support, institutional policy, and supportive leadership to facilitate the use of the Fronter

learning management system. Voluntariness of Use is "the extent to which the innovation is seen as voluntary or of one's own free choice." Voluntariness is the degree to which prospective adoptees regard the adoption choice to be voluntarily made.

Individuals' predisposition to try out new technologies on their own tends to increase in the presence of enabling factors like widespread access to the internet, adequate technology, enthusiastic leadership, etc. In this setting, teachers are more likely to freely use LMS if the environment and infrastructure support such an approach. Suppose teachers are given the tools to use a learning management system (LMS) for remote education delivery. In that case, they will voluntarily employ it to supplement their in-person lessons. The more conducive the environment is to LMS usage, the more independence it will foster in its users. Therefore, existing resources essential for LMS adoption in distant education delivery will encourage prospective users to experiment with the system for free. If we provide the right environment, teachers will utilize the LMS for pedagogical activities of their own.

ICT Tools for teaching and learning

The acronym "ICT" stands for "information and communication technology" tools. "ICT tools" refers to electronic resources such as desktop PCs, notebooks, printers, scanners, software, data projectors, and interactive whiteboards. Information and communication technology (ICT) devices are the most up-to-date tools, ideas, and approaches utilized in student-to-teacher, student-to-student contact.

Educator's Guide to Integrating ICT:

Following these steps will help us realize the full potential of technology in the classroom:

- Develop a baseline for each student's ICT education and embed formative assessment into foundational subjects like reading and math in an elementary school.
- Enhancing ICT education through strategic planning and curriculum development
- The subject matter knowledge is supplemented with evidence-based ICT education.

Pros of ICT Tools:

The benefits of using ICT tools are manifold.

1. Cost-efficient
2. Facilitate student management by providing the necessary infrastructure.
3. Teaching in a traditional school setting
4. Better methods of communication reduce paper consumption and thereby help the environment.
5. In-class instruction

6. Reduces expenses and frees up valuable time.
7. Safeguarding Information and Data
8. Communication between educators, students, researchers, and academics is facilitated through web-based LMS systems.
9. Animations, videos, and other visual aids help educators convey their lessons more effectively.
10. Instructors have the ability to build lessons that are not just intriguing but also well-planned and interesting.
11. Improve the ways in which lessons are taught and learned.
12. The goal is to raise public consciousness regarding the repercussions of technological progress on classroom culture.
13. Increasing and fostering the use of technology in educational institutions.
14. Paper-based manual processes that are time-consuming, labor-intensive, and prone to error have automatic equivalents.

Cons of ICT tools:

The use of ICT tools has its drawbacks.

1. Unemployment:

When it comes to business, IT has made a lot of things easier, but it has also introduced a lot of unnecessary work and subcontractors. Because of the cost savings that may be achieved by substituting computers for human labor, many people find that they are no longer required in the workplace.

2. Shortcomings in privacy and safety:

Despite the benefits of advancements in IT, new concerns about personal data security and privacy have emerged. Many individuals worry that their private information may become public knowledge as a result of phone signal eavesdropping, email hacking, etc. Because of the rapid pace at which information technology (IT) evolves, it is essential that all workers maintain a high level of IT literacy if they want to keep their current positions. Threats such as computer viruses, trojan horses, spam, and malware exist in the systems.

3. Bullying in the Digital Age:

Since most of the world's population has access to the internet, cyberbullying has proliferated throughout social media platforms. They are oblivious to the long-term effects of being exposed to negative feedback. In the recent past, authorities have probed several incidents where cyberbullying had potentially fatal consequences.

4. Dependence on Electronics:

People no longer want to learn how to read, write, or do math without the aid of a computer (why write if a spell checker can be used). Read books and use mental math to solve even simple sums (why read if there is vast information on the internet). When communicating electronically with others, remember that everyone has the right to be treated with dignity and respect. Keep your cool if someone treats you rudely online; refrain from disrupting other people's discussions in online forums; respect the privacy of others; act appropriately while using the internet.

5. Social networking sites:

Anyone, even young children and teens, may access the network sites and potentially harm their physical and mental health by playing or watching violent games. They spend all their time indoors, ignoring the world around them in favor of their iPods, phones, and gaming consoles.

6. Setup Time:

A more significant amount of time is needed for preparation to make efficient use of the internet for educational purposes. In addition to developing plans that are based on the internet, we are required to either navigate the internet to download the lesson plans and modify them so that they support the course's goals, or we are required to visit websites to select appropriate locations for the classes that are needed.

Key Considerations for the Future of ICT in the Classroom

The significance of information and communication technologies (ICTs) in classrooms is multifaceted. However, there are a few key points to keep in mind.

The Power of ICT to Widen Participation: -

One of the most incredible benefits of using technology in the classroom is that it allows every student to engage with and benefit from the lessons being taught entirely. Special needs students are no longer at a disadvantage since they have access to the resources they need. Students have access to specialized ICT tools that may be tailored to their specific educational needs. Despite this, it helps to bridge the 'digital divide' by giving previously excluded groups access to information and communication technologies.

Distance learning, often known as e-learning or online education: -

With the use of ICT technologies, both students and educators may experience a fresh approach to education. E-learning, or education completed in a virtual environment, is gaining traction. With the world experiencing a variety of spectacular occurrences, there are new possibilities for schools to provide students with access to course

materials in the classroom. Inquiring minds from others are welcome to verify as well. Classes may be held anywhere, including at home or in healthcare facilities.

Learning in All Subject Areas Can Benefit from ICT: -

It is common knowledge that incorporating information and communication technology (ICT) into the educational system significantly benefits fundamental facets of education, such as reading and writing.

Inspiration for Studying with New Media Technologies: -

Children's needs have not been forgotten in a rush to meet society's thirst for cutting-edge gadgetry. Children's interest is piqued by modern technological advancements, which in turn inspire and motivate them to study.

ICTs enable efficient use of technology for differentiating instruction: -

The opportunities presented by modern technological developments allow individuals to absorb and comprehend material at their own pace and in their preferred manner.

Incorporating ICT into the classroom has positively affected student motivation and material retention:

If TCT is included in classes, students are more invested in their work. This is because there are many methods in which the same topics may be taught more engagingly and entertainingly, thanks to technological advancements. It is believed that their heightened levels of activity make them better equipped to remember information.

The following are some of the ways in which the use of ICT fosters teamwork: -

In order to learn how technology works, all we need is access to a computer, iPad, or laptop in the classroom. Without a doubt, ICT unites kids, allowing them to talk shop about their schoolwork. Because of this, new communication channels are opened, eventually leading to language creation.

Improved ICT Literacy and Capability Result from Regular ICT Use: -

The most significant way to gain 21st-century skills in information and communication technology (ICT) literacy and ICT capacity is through ICT while maintaining a transparent learning environment. Providing students with worthwhile tasks rooted in subject-related learning settings is an excellent method to build their ICT skills.

Wrapping Up

Integrating ICTs successfully into the educational system is a challenging and diverse task that involves careful consideration of many factors, including educational policy and planning, infrastructure, capacity development, language and content, and funding. With the new curriculum, the teacher takes on the role of a guide for a more

student-centred learning experience, and the use of technology in the classroom improves instruction quality. Educators in India now have a fantastic chance to rethink their vision for the country's future leaders because of the widespread adoption of ICT.

In traditional education, the teacher plays a central role, but in ICT-based education, several digital resources are used to complement the classroom experience and improve student learning. ICTs have increased pride and excitement among educators and students about the possibilities they provide. ICT can solve the country's low education rate issue with an exemplary implementation. When used as a tool, ICT can solve problems like the shortage of qualified educators, the resulting drop in educational quality, and the difficulty of communicating over great distances. With these factors in mind, it is clear that teacher preparation plays a pivotal role in influencing and enhancing educational processes and results. The risks and hazards posed by technology are acknowledged in the NEP 2020. We must improve and enhance the present digital platform and continue the ICT-based educational endeavour to address the current and future difficulties of delivering excellent education to everyone.

References

1. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
2. Almusharraf, N., & Khahro, S. N. (2019). Students' perceptions of the usefulness of LMS (Blackboard) at King Abdulaziz University: A case study. *International Journal of Emerging Technologies in Learning*, 14(21), 92-108.
3. Mazumdar, S. (2015). Indian pedagogy in the 21st century: A comparative study of Gurukul and modern education systems. *Indian Journal of Applied Research*, 5(2), 457-459.
4. Ramanujan, P., & Sriram, S. (2017). Indian pedagogy: Teaching and learning in Indian traditional educational system. *International Journal of Humanities and Social Science Invention*, 6(10), 63-67.
5. Banerjee, S. (2018). Indian pedagogy: A contextual understanding of the pedagogical practices in India. *International Journal of Education and Multidisciplinary Studies*, 6(2), 30-36.
6. Rani, R., & Kumar, V. (2014). Adoption of learning management system in Indian higher education institutes: A conceptual framework. *International Journal of Computer Applications*, 105(9), 29-33.
7. Sujatha, K. (2013). *Higher education in India: Issues related to expansion, inclusiveness, quality, and finance*. University Grants Commission, New Delhi, India.
8. Dey, S. K., & Dey, S. (2019). Evaluating the effectiveness of learning management system in Indian higher education: A DEA approach. *Benchmarking: An International Journal*, 26(5), 1445-1467.