

VOL. 1

A PEER-REVIEWED · MULTIDISCIPLINARY · MULTILINGUAL JOURNAL



Knowledge Beyond Boundaries...

SHIBLI NATIONAL ACADEMIC JOURNAL

S N A J

Open Access · Online · Biannual · Double-Blind Peer Reviewed
Crossref Indexed DOI · Multidisciplinary · Multilingual

VOLUME 1 · ISSUE 1

JANUARY – JUNE 2026

CHIEF EDITOR

Dr. Mohammad Zahid

www.snaj.org.in

ISSUE 1



SHIBLI NATIONAL ACADEMIC JOURNAL
Volume 1 · Issue 1 · January – June 2026

FOREWORD

It is with immense pride and a deep sense of purpose that I present the inaugural issue of the Shibli National Academic Journal (SNAJ) to the global community of scholars, researchers, and students. Named in reverence to the towering legacy of Allama Shibli Nomani — a scholar whose intellectual contributions transcended boundaries of language, discipline, and geography — this journal aspires to carry forward that same spirit of rigorous, cross-cultural inquiry.



SNAJ was conceived from a simple but pressing conviction: that meaningful scholarship should not be confined by the language in which it is written, nor by the discipline from which it emerges. India's intellectual tradition has long thrived at the confluence of languages — English, Hindi, and Urdu among them — and it is this confluence that our journal seeks to honour. By welcoming original research across the humanities, social sciences, education, and emerging interdisciplinary, multilingual fields, we hope to build a genuinely inclusive platform for academic dialogue.

As Chief Editor, I have had the privilege of witnessing the dedication of our editorial board, reviewers, and contributors, whose collective commitment has shaped this first issue. Every article herein has passed through a rigorous double-blind peer review/ indexed process, and each is assigned a Crossref indexing, registered DOI, reflecting our unwavering commitment to academic integrity, originality, and permanence in the global research ecosystem.

I extend my heartfelt gratitude to our esteemed reviewers, editorial board members, and the scholars who entrusted us with their research. It is through their collective effort that this journal has moved from vision to reality. I also invite researchers, academicians, and students from across disciplines and linguistic traditions to consider SNAJ as a home for their scholarship in the issues to come.

It is my sincere hope that this journal will serve not merely as a repository of research, but as a living, evolving conversation — one that bridges languages, disciplines, and generations of scholars in pursuit of knowledge.

With warm regards,

Dr. Mohammad Zahid

Chief Editor
Shibli National Academic Journal (SNAJ)

Study of Teaching Competency in Blended Learning

Priyanka Rani¹ and Devendra Kumar Yadav²
ORCID ID : <https://orcid.org/0009-0002-9506-5327>

Abstract

After pandemic era educational system is changed from traditional method to blended learning method. Blended learning method is combination of face-to-face teaching and technology based online teaching. This changed education system changed the role of teachers also. Now teacher should know about different digital tools, applications of tools, introduction of video or audio in class. Technical skill, management skill, adaptive skill etc. thus it is important to study teaching competency in blended learning. The present study aimed to examine awareness, of digital tool, criteria of fulfilling teaching competency in blended learning. Selecting the 60 college teachers of Prayagraj division by random selecting technique. Data collected by self-constructed questioner influenced by B. k. Passi and analysed by percentage method. The finding of study revealed that 75.25 % college teachers were aware about different ICT tool, 78.46% college teachers were used to take classes in blended method and 84.06 % college teacher fulfilling the criteria of teaching competency in blended learning. This study conclude that today's college teachers are totally competent with the ICT tools and new technology in the classroom.

Keywords- Blended learning, Teaching competency, Digital learning, Traditional teaching, Learning management, Adaptive skills, Teaching practice.

The world is changing constantly due to introduction of ICT and technology, and our life is also influenced by the change. Educational field is one of the most important areas that is affected by these new technologies.

Thus, we adopt new approaches towards the use of technologies for teaching and learning process in online environments. However, there are demands for both technology and traditional learning methods that is face to face teaching. As a result of this, the combining digital learning tools with more traditional classroom face to face teaching gave birth to the term “Blended Learning”.

Blended learning is an educational approach that combines traditional in-person classroom instruction with technology-based online

learning. By integrating these methods, it offers increased flexibility, personalized pacing, and improved engagement for students while blending face-to-face, self-directed, and digital activities.

Main Characteristics of Blended Learning

1. Students can interact face to face with other students pursuing same course inside college campus and also in virtual space. Thus, their group become very large and has much diversity so the student's knowledge becomes wide and they also develop a feeling of understanding, love and harmony with students of other cultures and countries.

2. Teachers in blended learning are very dynamic, techno savvy and fully trained to work efficiently in both the formats traditional classroom format

and ICT supported format. They will be well equipped in using traditional methods and other modern technologies

3 Students get full experience in using new technology- the present century is the century of ICT. Today the illiterate is not only the one who cannot read and write but a person who is not well versed with modern technologies is also illiterate. Today all professions demand expertise in ICT so blended learning help to make student's ICT experience rich.

4. Students get training in different life skills- life skills are those skills that are needed to lead a happy peaceful and successful life. The major life skills are empathy, decision making capability, love, patience, communication, self-management, critical thinking. The blended learning helps the students to practice these skills. Students get acquainted with few skills like love, empathy, patience in classroom through his teachers, classmates, and few like self-management, decision making, critical thinking, communication through the online experiences.

5. All round development of personality is targeted. In blended learning the students get full opportunity for all round development of the personality. Tradition classroom teaching is helpful in memory level and understanding level of teaching and so help in cognitive domain development and at same time teacher's behaviour, playground experience and social group with classmates develop affective and

physical domain at same time online experiences help in reflective level of learning so develop higher faculties of mind and social networking sites and other social interactions through internet help in right type of value development.

6. Physical development is possible with in school campus- the online learning and ICT supports teaching learning process is often targeted with the blame that it ignores physical development of the students. The blended learning overcomes this limitation. As it included school experience also so student get time for playing, physical work, yoga inside the college campus.

7. Students get wide exposure and new perspectives of the course content- due to variety of experience students get wide exposure and their content knowledge is enriched; they get to see various new dimensions of the content gain practical useful knowledge.

8. It has a human touch- due to physical presence of teacher via traditional approach students get that human touch which is very necessary for balanced student's emotional quotient and very necessarily up to secondary level.

9. Blended learning approach provides student opportunity to communicate and share their views and feeling with the students all over the world thus it makes teaching learning process multicultural and variety of experience bring with it the interdisciplinary and multidimensional factor also.

Benefits and Purpose

- **Flexibility:** Provides students with personalized learning experiences that can be accessed "anytime and anywhere".
- **Engagement & Efficiency:** Boosts student engagement and allows for self-paced learning, often leading to better educational outcomes.
- **Cost-Effective:** Often reduces expenses related to physical training, such as travel, materials, and facilities.

Challenges

- **Instructor Workload:** Requires significant initial time investment from instructors to redesign courses for the new, blended format.
- **Technological Dependence:** Requires robust technology infrastructure and ensures all students have access to devices and the internet.

Teaching competency in blended learning

Teaching competency in blended learning can be defined as ability to teach traditional method as well as effectively using technology to acquire, evaluate, integrate, create, and communicate information in a digital learning environment.

These may include basic computer skills, use of learning management systems, and some specific skills such as audio/video learning material production. This competency is paramount because blended learning involves integration of digital technology into regular face-to-face teaching.

Core Competency Domains for Blended Teaching

According to the iNACOI Blended Learning Teacher Competency Framework, effective blended teaching rests on four key areas:

- **Mindsets:** Embracing change, taking initiative, acting as a facilitator, and fostering student independence.
- **Qualities:** Adaptability, demonstrating empathy, and exhibiting a commitment to continuous, lifelong learning.
- **Adaptive Skills:** Personalizing learning, engaging in data-driven instruction, and fostering student autonomy in pacing and path.
- **Technical Skills:** Managing online platforms (LMS), facilitating online communication, and creating digital content.

Key Pedagogical Competencies

- **Online Integration:** Effectively blending asynchronous online activities with synchronous in-person sessions to complement each other.
- **Data Practices:** Using data analytics from digital tools to monitor student progress, identify learning gaps, and provide timely interventions.
- **Personalization:** Customizing learning experiences to meet individual student needs, including pace, path, and learning goals.
- **Active Interaction:** Facilitating communication and collaboration both in-person and in virtual environments.

Essential Teacher Roles and Skills

- **Instructional Designer:** Creating, selecting, and organizing materials for both online and face-to-face settings.

- **Mentor/Facilitator:** Guiding learners, providing individualized feedback, and fostering a sense of community.
- **Techno-Pedagogue:** Utilizing technology purposefully to enhance pedagogical goals, rather than using it for its own sake.
- Collaboration both in-person and in virtual environment.

Review of Related Literature

1.A study was carried by Dar & Rather to examine the effects of high and low digital literacy on prospective teacher's teaching competencies. With multi-stage random sample strategy, 350 prospective instructors made up the study's final sample, demonstrating that differences in teaching ability among aspiring teachers were significantly influenced by their levels of digital literacy.

2.An investigation by Radhamani & Kalaivani (2023) on Secondary teacher's digital competencies, revealed significant difference based on their demographic variables, like computer course, age, and subject.

3.Khoshnood et al. (2023) conducted a study on digital competency in the classroom leadership of new teachers, on a sample of 238 new teachers using the available sampling technique and Cochran's formula. The data was analysed using stepwise regression analysis, confirmatory factor analysis, t-test, Pearson's correlation coefficient, and stepwise regression analysis to determine the construct validity and search for straightforward relationships between the variables. The results of this survey showed that the new teachers overall digital proficiency was above average, with the exception of one area, the generation of digital content, where their assessment was mediocre. Furthermore, it was identified that there was a strong relationship between the components of digital proficiency and classroom leadership.

4.An extensive literature review by Pinto-Santos et al. (2022), focusing on the enhancement of teaching digital competence (TDC) in initial teacher preparation, observed an increasing use of the quantitative methodological approach regarding the teaching of digital competence, and concluded that teaching digital competence has a

research line getting analysed multi-dimensionally.

5. According to Liao & Zhang, (2017) Teachers' blended teaching competency is a new choice for teachers in the blended teaching environment, including 13 characteristics such as professional knowledge, teaching ability, information literacy and other dimensions: Achievement motivation, curriculum design, evaluation literacy, teamwork, interaction maintenance, service awareness, quality monitoring, teaching reflection, continuous improvement, learning analysis, blended teaching strategies, innovative spirit and flexible self-adaptation .

6 Futch (2016) and other scholars studied and analysed the environment of blended learning courses, deciphering how teachers effectively improve students' academic performance through offline and online teaching strategies. The research results aim to help teachers improve the blended teaching design and improve students' satisfaction with blended courses to enjoy the modern teaching brought by new information and communication technologies (Afacan (2018).

Objective of study

Analysis and interpretation of data

Ho 1 College teachers of Prayagraj district are awareness about different ICT tools.

Table no 1.1

Sample	Number of college Teachers	Percentage
Above 90%	45	75.25
Below 90%	15	24.75

Table no 1.1 show that 75.25 % of college teacher aware about different types of ICT tools, because out of 60 college teacher 45 that is 75.25% college teacher are aware about different ICT tools, while 15, that is 24.75% college

1 To know the awareness of college teacher towards use of different ICT tools.

2 To know the level of teacher's competency in blended learning in different colleges of Prayagraj district.

Hypothesis

1 College teachers of Prayagraj district are awareness about different ICT tools.

2 College teachers of Prayagraj district are used to take classes in blended learning method.

3 College teachers of Prayagraj district are fulfilling the criteria of teaching competency in blended learning.

Methodology

In the present study descriptive survey method are used. There are 60 college teachers are selected by random sampling method of Population Prayagraj district.

Tool

In this study self-constructed digital literacy scale and teaching competency in blended learning scale has been used and validate by 30 professors of Prayagraj. There are 39 positive items are used to examine the teaching competency in blended learning of college teachers of Prayagraj division.

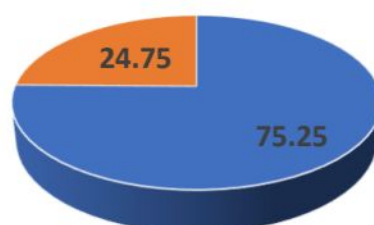
Statistical techniques

Percentage is used to analysed the collected data.

teachers are not very much aware about different tools. So, we can say that almost all college teachers of Prayagraj are aware about different ICT tools.

Figure no 1.1

Percentage of college teachers awareness about different ICT tools



Ho 2 College teachers of Prayagraj district are used to take classes by blended learning method.

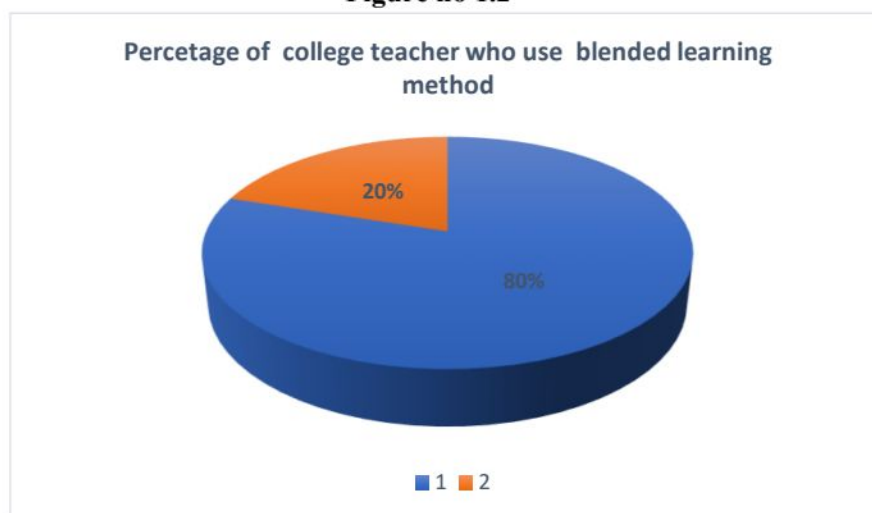
Table no 1.2

Sample	Number of college Teachers	Percentage
Above 90%	48	80
Below 90%	12	20

Table no 1.2 show that 80 % of teacher are use in blended learning during teaching, because out of 60 college teacher 48 that is 80% college teachers are use blended learning in their class. while 12, that is 20% college teacher are not much

comfortable to use blended learning in their class. So, we can say that almost all college teachers of Prayagraj are used to blended learning instead of traditional method that is face- to- face teaching method.

Figure no 1.2



Ho 3 College teachers of Prayagraj district are fulfilling the criteria of teaching competency in blended learning.

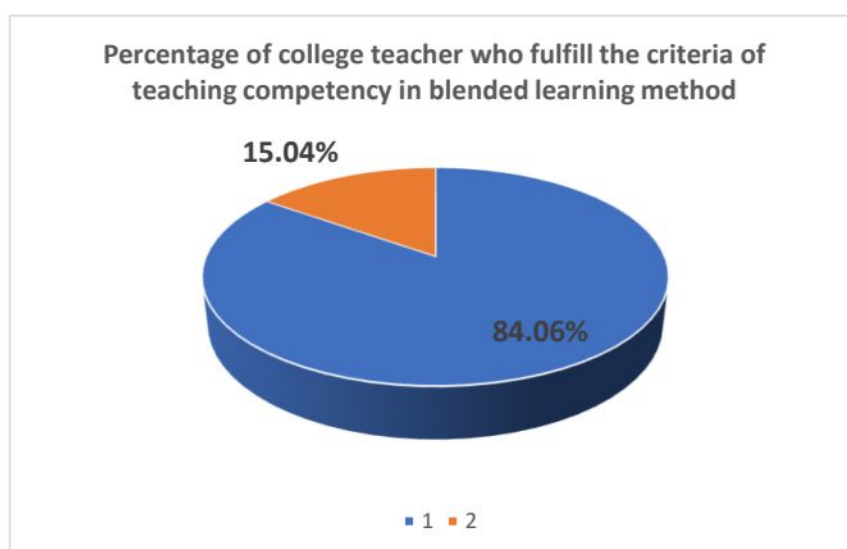
Table no 1.3

Sample	Number of college Teachers	Percentage
Above 90%	51	84.06
Below 90%	09	15.04

Table no 1.3 show that 84.06% of college teacher are competent in blended learning, because out of 60 college teacher 51 that is 84.06% college teachers are more competent in their blended learning in class. while 09, that is 15.04% college teacher are not much comfortable to use blended

learning in their class. So, we can say that almost all college teachers of Prayagraj are competent about use of blended learning instead of traditional teaching method that is face- to- face teaching method.

Figure no 1.3



Discussion

In the analysis of this present study, the finding of the first hypothesis more than average teachers was aware about the ICT tools. That is supported by the finding of study by Mahi singh Mandeep Sharma and Ritu Mittal Gupta (march 2024).

In the second hypothesis 78% of teachers were know the blended learning and were used to take classes in blended learning method. This study supported by the finding of study by shireesh pal singh (July 2021)

In the third hypothesis almost 85 % teacher of college were fulfilling the criteria of teaching competency in blended learning. This finding is supported by the of Ying Chen (September 2022).

Conclusion

Modern era requires an ICT and technical based education. This requires change the role of

teacher. Tradition methods of teaching change by blended or flipped method of study, that fusion of face-to-face teaching and teaching supported by ICT and now teacher's role is changed into facilitator.

In blended learning teacher require multiple special skills like adaptive skill, technical skill, digital literacy, classroom management, knowledge of tools etc. Due to blended learning students' performance and their critical thinking, grasping power etc are improved. it is also important to give continuous training to teacher for improvement of teaching and new technology.

In the digital era it is more important to adapt blended learning for multiple development of student. This development improves our country's future.

Reference:

1. Afacan, Y. (2018). Student Experiences of Blended Learning in Interior Architecture. *Journal of Information Technology Education: Research*, 17, 399-422.
2. Allison Powell, Ed.D., iNACOL Beth Rabbitt, Ed.L.D., The Learning Accelerator Kathryn Kennedy, Ph.D., Michigan Virtual University iNACOL Blended Learning Teacher Competency Framework
3. Arudhanti bai, C., Das, Susmita., Avula, Ranganath. A Study on Digital Teaching Competency (April 2025) *International journal of creative research thoughts* 13(3):b812 - b817
4. Chen, Y. (2022) The Relationship of Students' Blended Learning Ability and Students' Willingness to Learn a Blended Course: The Mediating Role of Teachers' Blended Teaching Competency. *Creative Education*, 13, 2799-2810.
5. Dar, J. A. and Rather, M. A. A. (2024). Comparative Study of Prospective Teachers with High and Low Digital Literacy on Teaching Competence. *Rabindra Bharati Patrika*, 27(1), 18-29.
6. Futch, L., deNoyelles, A., Thompson, K., & Howard, W. (2016). "Comfort" as a Critical Success Factor in Blended Learning Courses. *Online Learning*, 20, 140-158
7. Khoshnood, M., Narenji Thani, F., and Pourkarimi, J. (2023). The Role of Digital Competence in the Classroom Leadership of New Teachers in Fars Province. *School Administration*, 10(4), 192-215.
8. Lalima ,Dangwal,kiran Lata (2017) Blended learning An innovative approach *Universal Journal of Educational Research* 5(1) pg. 129-136
9. Liao, H., & Zhang. Q. (2017) College Teachers' Blended Teaching Competency Model in SPOC: A Study Based on Behavioral Event Interview. *Open Education Research*, 5 84-93.
10. Pinto-Santos, A. R., Pérez Garcias, A., and Darder Mesquida, A. (2022). Development of Teaching Digital Competence in Initial Teacher Training: A Systematic Review. *World Journal on Educational Technology: Current Issues*, 14(1), 1-15
11. Radhamani, K., and Kalaivani, D. (2023). Digital Competence among Secondary Teachers. *International Journal of Science and Research*, 12(6), 1004-1006.
12. Singh M., Sharma, M., and Gupta R. Mittal, (2024) Awareness and extent of using ICT tools among school teachers of Punjab. *International Journal of Agriculture Extension and Social Development* Volume 7; Issue 3; March 2024; Page No. 514-518.
13. Singh, S. P. (2021). Readiness towards using Blended Learning Approach for Teachers Preparation. *Indian Journal of Educational Technology*, 3(II), 57-76.
14. https://www.google.com/search?q=teaching+competency+in+blended+learning&ca_esv=65ccb3faee124cd4&sxsrf=A_NbLn4RmHS_ewffoeFKkUkpkhFv2J1AEw%3A1772212689945&ei=0dGhaeqw

ABOUT

*Knowledge Beyond Boundaries...***ABOUT THE JOURNAL**

The Shibli National Academic Journal (SNAJ) is an international, multidisciplinary and multilingual research publication dedicated to advancing rigorous scholarship across the humanities, social sciences, education, language and emerging interdisciplinary fields. Published biannually in fully open access online format, SNAJ upholds a double-blind peer review process to ensure the highest standards of academic integrity, originality and scholarly merit. Every article published in the journal is assigned a Crossref-registered Digital Object Identifier (DOI), ensuring permanent discoverability and citation traceability in the global research ecosystem.

AIMS & SCOPE

SNAJ welcomes original research articles, review papers, case studies and scholarly notes in English, Hindi and Urdu, fostering cross-linguistic and cross-cultural academic dialogue while maintaining internationally recognised standards of research publishing.

ISSN 3139-3284 (Online) · Crossref DOI Indexed

chiefeditor@snaj.org.in**www.snaj.org.in**