Shift to Technology-Assisted Learning through Blended Mode: University Teachers’ Experience

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ABSTRACT
This article explores the experiences of university teachers regarding the shift they have encountered in academia while using blended mode of learning. The study applies a qualitative interpretive design with semi-structured interviews to collect data. During the time of COVID-19 pandemic, almost all the universities in Nepal shifted their teaching mode from traditional face-to-face to online virtual teaching assisted by various information and communication technology (ICT) tools. Blended mode of learning is the amalgamation of traditional face-to-face learning and virtual learning supported by technology. The use of technology has become an integral part in higher studies to address the needs and challenges of various students. By the integration of virtual learning environment with the elements of face-to-face learning, flexibility can be made to include many students. Blended learning fills the gap by proving itself as an alternative mode in this rapidly changing and globalized world where almost everything has been digitalized. It also promotes self-regulated learning and improved student engagement. In the context when fully online mode is not possible, blended mode enables both teachers and students to cope up with the challenges. Problems concerning the speed of the internet, irregular power supply, lack of necessary devices and so on affect both online and blended modes. For the effective implementation, there is a lack of infrastructure development in both university classrooms and homes. Students can increase communication with teachers using blended mode so that learning can be enhanced which combines positive aspects of online and physical learning environment. The popularity of blended learning is increasing due to its inclusive nature and being an alternative method. The findings of the study indicate that blended learning, if systematically managed by making the provision of infrastructure development, can be applied as the best alternative for students’ learning enhancement.

KEYWORDS: Blended mode, ICT tools, learning enhancement, physical mode
INTRODUCTION

Teachers adopt various modes of teaching and learning activities to make their classes interactive and effective. Due to the availability of various tools like computers, laptops, tablets, multimedia and software tools, teaching and learning activities have become easier for both teachers and students. These modes have enabled the process of transforming knowledge from one to many or from one place to other places. The most significant thing in today’s world is to focus on the process of effective teaching and learning. The traditional teaching-learning methods emphasize on memory-based learning in which the role of teachers is a mediator who assigns certain reading resources to the students. They first learn something from books or other sources and then they deliver it to the students. For effective teaching and learning, it is urgent to apply different modes of learning equipped with new methods which are being practised in this modern world. Mainly, at university level, the best way to deliver the lesson by teachers is to encourage the students using ICT tools and face-to-face mode. By using such tools, students can be connected with scholars of various fields and can attend their classes. The technological changes of the modern world have shaped students with virtual and online world in many ways. Students are exposed to learn in both modes and learning has become possible both from university and from their residence. Focusing on the benefits of blended mode of learning, O'Connor, Mortimer and Bond (2011) emphasize that blended mode of learning supplements traditional tutorials introducing new approaches to learning and offers innovative teaching strategies through new possibilities to enhance the experiences of the students.

These days, things like online collaborative learning, distance learning and online community groups are considered to be the most essential things in academic sectors. Rather than depending on the teaching of a single teacher, students need to be encouraged to attend the classes of other teachers who are recognized as specialists in their respective areas. Students can be made familiar with the ways of teaching all over the world. It requires a continuous process of interactions, synthesis of various contradictions as a dialectical process. Through a dynamic process of integration of conflicting ideas, the barrier of traditional boundaries can be crossed and one can enter a new self, acquiring new knowledge. In this regard, Farooq et al. (2022) argue that blended learning helps to develop a sense of ownership and responsibility, encourages participation of students, and decreases the burden of the instructions. They also emphasize on incorporating advanced methodologies to the curriculum for the improvement of learning outcomes. It is a process of synthesis in which many things are included for achieving something new and fresh. For the efficiency and broadening opportunities of both students and teachers, blended mode of teaching-learning can assist a lot and its application is very significant. It is the amalgamation of the traditional face-to-face mode of learning, which has been followed for centuries and the new technically equipped mode of the present context. It is the process of carefully handling two modes equally and challenges can occur when students focus their attention on one mode. Both modes are interdependent and the role of the teacher becomes like a facilitator. Teachers are criticized for only delivering traditional knowledge and students are not motivated to learn independently for their overall development.

For making teaching and learning activities more interactive and productive, it is necessary to apply different methods as the world is being influenced by globalization. In such a context, all academic institutions are under the pressure of using new and innovative approaches to replace their traditional approaches. While adopting only the traditional mode of learning, there is less chance of effective enhancement of learning. Therefore, it is necessary to apply blended mode of teaching and learning for making
teaching and learning effective. It is appropriate to apply blended mode of learning, both teachers and students can involve in the process of making their classes effective with the help of available ICT tools. Often teachers are criticized for only delivering traditional knowledge and students are not motivated to learn independently for their all-round development. With the application of blended mode of teaching and learning, university teachers can make their students learn effectively. The perception of teachers is missing while using blended mode and it is very significant to explore their views for its effective application. Thus, it is necessary to explore the perceptions of teachers while using this mode and how they encourage students about using blended mode in learning process. Likewise, it equally important to investigate the challenges and opportunities they have encountered while using blended mode and how their students use various ICT tools in learning.

REVIEW OF LITERATURE

Blended Learning as an Alternative Mode

We need to change our traditional way of instruction by adopting new techniques. In this regard, blended mode of learning can be taken as an opportunity for students’ active engagement in many kinds of activities. As an alternative mode of learning, blended learning plays a significant role in making learning easier by assisting both teachers and students by creating learning platforms. Wang (2010) says that online discussion forums provide opportunities to learners in the process of knowledge construction through collaboration and offline is effective for interaction among students. Online opportunities provide a favourable environment for the all-round development of the students making their involvement in different activities. In the process of successful performance, a single mode of delivery cannot offer choices concerning engagement and social contact and new mode is required to facilitate successful learning and performance. Moreover, Garrison and Kanuka (2004) include that blended learning is effective as it works how information and communication technologies have encompassed societies changing their ways of receiving and sending information meeting the needs for intellectual talent. It is the duty of stakeholders to find its transformative potential which provides flexibility of time and place along with unlimited educational discourse. For the outcome, the ability to utilize both face-to-face and online mode plays a significant role and the higher educational institutions need to focus their attention to this direction.

In the teaching-learning process, the involvement of students plays a greater role. If they can be motivated for active participation, the expected goal can be achieved. Blended mode enables students to become active in learning by providing opportunities making their involvement both inside and outside the academic institutions and students who are out of it miss a lot and cannot perform well. Students who are not familiar with this process are found weak in academic performance. Similarly, Hubackova and Semradova (2016) conclude that it is both accepted and favoured by students being study supplement as they can handle various tools easily and understand better working with separate tools. For the effective implementation of blended mode, stakeholders need to focus on the important factors. In this regard, Hockly (2018) mentions that effective blended learning includes interaction, research, proper design, tools, tasks, materials, integration, evaluation, context and training for both teachers and students. These issues may help in many areas like curriculum development and creating robust pedagogies. As Anthony (2022) concludes that for meaningful learning, blended mode enables interaction between teachers and students and combines different media through synchronous and asynchronous teaching strategies. The uses of various media strengthen the interaction and promote effective learning outcome.
Technology Assisted Learning

Teachers need to focus on different methods and tools to achieve desired goals. Mainly, they use various techniques in classrooms to involve students in learning activities. In this regard, Pool et al. (2017) opine that blended mode emphasizes in self-regulation skills of the students and the support of teachers is quite needed for learning but time management, skills, ineffective coordination and management are its challenges. It focuses on the active participation of the students for making learning activities interesting and constant guidance and support from the teacher is equally important. Similarly, Evans et al. (2020) argue that blended mode of learning is very effective in professional development and it is the most suitable and effective for teachers as it can enable holistic experimental learning. Due to its popularity and effectiveness, it has been accepted and implemented widely within a very short time. It also encourages students to work on their own ways, taking guidance from teachers of different places during their suitable time frame. It also shapes ideas to improve our way of dealing with content, interaction in social circles, reflection, higher order thinking, problem solving, collaborative learning and more authentic assessment in higher education. This could potentially lead to a greater sense of student involvement.

Blended learning is not only the mixture of physical activities supported by online technologies, but also the integration of learning activities. In it, students and instructors work to bridge the gap between learning and working to promote collaborative learning. The synthesis of various methods and modalities assisted by technology, the capacity of the students can be developed to survive in a technological era. Syahrawati et al. (2022) opine that the implementation of blended mode in learning helps to increase motivation in learning, conceptual understanding and develop students' thinking skills by supporting activities that can train students to improve the twenty-first century skills. Even this mode is referred to as flexible and convenient due to the clarity of the online materials and easy access for students. The best outcome in education can be possible through the collaboration between teachers and students and various ICT tools and applications enable them to involve in this process. Day by day, many tools and applications are introduced and they need to be used both by teachers and students for making teaching and learning process easier. By the support of ICT, learning can be made interactive, result oriented and effective. Independent learning can also be possible by the support of various ICT tools and applications.

Flexibility in Learning

Blended learning has become ubiquitous as it is used by a large number of students and teachers. Students find it reliable as they can use it without the restrictions of time and distance and become less dependent on teachers. They can learn themselves at home and become less dependent on their teachers. Sometimes students want to work on their own for confidence and they can do it by the help of various ICT tools. Prifti (2022) opines that the satisfaction level of students has increased as various online activities have enabled them to enhance their critical thinking with positive self-efficacy and have the potential to result in better outcomes. Furthermore, the nature of the students’ subject also determines the effectiveness of teaching-learning. Finlay (2022) mentions that blended learning optimizes students’ learning and academic experience but provides little opportunities for socialization, difficulty to maintain authenticity and managing the activities of sports and exercise science. For running activities which require a direct involvement are not possible in blended mode. Regarding the role of blended learning in the modern world, Widjaja and Aslan (2022) say that the application of blended learning is a solution in solving problems and issues of global competition where the process of
renovating and transforming learning with flexibility and effectiveness is rapid with technology. The aspects of modern learning include productivity, effectiveness, innovation and efficiency that can be achieved by the proper application of blended mode of learning.

Blended learning is not only reliable, but also challenging in terms of its application as it needs the confluence of many things. A successful implementation of blended mode requires alignment of institutional, faculty and student goals. For this, infrastructure must be robust and supportive for both teachers and students. It also needs continuous evaluation to lead it on the effective track. Moskal et al. (2013) state that it is dangerous in the sense that administrators need to do some effort in provision of management and faculties need to be potential for enhancing effective learning. Similarly, students need to reexamine their perceptions and in absence of these provisions, it cannot be applied in practice and becomes ineffective. In this way, it requires the combination of the effort of all. Similarly, Rasheed et al. (2020) include the challenges of blended learning from the sides of students, teachers and institutions. Students face self-problem of inability of using technology. Teachers become unwilling having negative perception of using technology, and institutions find it difficult to provide correct and robust infrastructure and training. Keeping teachers at the heart of the educational process and its change, Bruggeman et al. (2021) mention that implementing blended mode of learning is challenging in which the role of teachers requires shift from rejection to adaptation overcoming the anxiety of incorporating technology in learning process.

METHODOLOGY

This study reports the experience of university teachers regarding blended learning and the use of technology for learning enhancement. It is based on qualitative interpretive design employed semi-structured interviews with the participating teachers as suggested by Cohen et al. (2013). Twelve university teachers were selected on the basis of reported information about their involvement in blended mode of teaching. They were approached through the personal contact for the interview classes and interview who were teaching in online classes following the lockdown in COVID-19 pandemic situation. This research employed both primary and secondary sources of data. The primary sources of the research were teachers teaching in the universities using blended mode for teaching. The secondary sources of data were various scholarly journals, books, previous research works, journal articles and electronic versions related to the issues.

The phenomenological approach was utilized in the process of data collection as suggested by Creswell (2003) to emphasize an extensive engagement on live events focusing on the experiences and stories of the participants. The participant teachers were contacted personally to obtain informed consent for the interviews. Participants were followed by live, semi-structured interviews as suggested by Cohen et al. (2013) to explore how they applied blended mode and their experiences and perception of blended learning. Participants were interviewed in face-to-face mode on multiple occasions. The interviews were recorded on a diary to follow systematic analysis of the overall data.

In addition, various archived documents were read against the data gathered through interviews. Collected data were thematically categorized into specific themes to follow systematic analysis using thematic analysis (TA) as suggested by Clarke et al. (2015). The data were analyzed by using interpretive phenomenological analysis (IPA) as suggested by Smith and Shinebourne (2012). The specified data were delineated into phenomenological reduction. The results were interpreted along with discussion and
analysis. The application of the analytical approach enabled to recognize and bring out participants’ experiences and perceptions.

RESULTS AND DISCUSSION
Blended Mode for Facilitation in Learning
Teachers in the interview reported that they have been using various ICT tools to conduct teaching and learning activities from home staying away from their university classrooms. Before the COVID-19 pandemic, they were all habituated to teach in physical mode and teaching through technology was quite unheard. The pandemic gave them opportunity to use technology in the process of teaching-learning, which was quite exciting as being a new method. Before the pandemic, teachers were not familiar with technology in this process and they had to take guidance from other IT experts about how to use technology.

Technology assisted both teachers and students to continue classes when the physical classes were not possible. Similar to his voice another teacher from the same university T5 said:

In the beginning students hesitated to join online classes as they were not habituated with technology. But later on as we taught them the procedure to follow the online classes, the classes ran smoothly. Students had confusion while applying online mode but later on they were in the habit of joining classes regularly. Then we found them enjoying a lot.

T5’s remark indicated that students prefer technology assisted learning, which can cover their need of the present situation. Students want novelty in classes as they find only physical classes monotonous. For bringing newness in the way of teaching, the use of technology in the physical classes is essential. Sharing the experience of using blended mode in the class, T8 said:

Before the pandemic I had to give notes, write long hands outs, solve sample questions for the model of the students and it used to consume a lot of time. It was quite hectic schedule to complete the course. After this pandemic, students also became quite familiar with electronic apps and then I am also using these apps as well. I do not write those questions answers and solve all the problems. I do not write everything on the whiteboard but I upload using the apps or I just send all the notes through email. We discuss other parts like theory and interpretation in the classroom. Writing and practical parts are shifted to online mode. This type of conglomeration, a type of confluence between physical and online mode is must method for teaching and learning in the days to come.

T8’s comment reflects that both teachers and students have found mixed mode of learning easier to do many activities for learning. For example, they send and receive reading materials online and do some difficult tasks using technology.

The computer-assisted teaching is making a shift from teacher-centred learning to student-centred learning. For both teachers and students, the use of various available ICT tools has enabled to make learning process convenient without consuming too much time and energy. Teachers can transmit many ideas through the use of technology. They can discuss about the problems in the physical classroom. Some of the issues can be solved by the use of ICT tools so that independent learning can be promoted. When teachers upload the reading materials earlier, students can have prior knowledge of the things that is going to be taught. In this way, they can prepare before the class and participate in class with more confidently.

Even the physical classes are in operation, teachers are found to be applying the blended mode to include those varied natured of students in the learning process.
Teachers are reported to be sending reading materials through online and students and teachers meet once or twice in a week and discuss the subject matter. In this way, the students who are missing physical classes are getting benefit.

On the other hand, blended mode is applied effectively for making learning process easier. Teachers use different strategies to make teaching more effective, interactive and result oriented. They prepare various slides for making teaching different from traditional methods. In this regard, T6 said:

*In blended mode of teaching I apply power-point presentation to the students. So they can see or visualize also. Through the digitalized world they can visualize the reading materials on the screen. Besides that I also develop some online questions using Google form. So students can fill up the answers of the questions through online mode. This way I taught during the time of pandemic and still I am using the same technique in physical classes.*

Some of the techniques used by teachers in online mode of teaching mainly at the time of pandemic are continuously followed being so effective and easy to use. The use of technology in teaching-learning activities is increasing after the pandemic.

By applying blended mode, teachers can keep students engaged in studies by supplying various materials using various tools. Blended mode has become common for the teachers after they were introduced to apply online mode. In this context, T10 said:

*I have seen the future of mixed mode of teaching because we can provide students the reading materials in advance that we have prepared. This is the world of technology and students are also techno-friendly. So they need not be taught about using technology. Due to access of information and communication everywhere, it is possible to use blended mode in teaching.*

T10’s comment shows that students are familiar about using technology as they prefer using technology-assisted method for making learning easier. In this sense, online classes are less effective than physical classes. At the same time, the environment which is assisted with various ICT tools together with the presence of teachers and students is the best and most preferred mode in this global world where many of our daily activities are handled by technology.

**Support of Technology in Learning Process**

Participating teachers involved in this study shared their initial experiences of using various ICT tools like Zoom, Google Meet, and MS Teams for teaching and learning during the COVID-19 lockdown in the country. The lockdown caused by the pandemic brought a shift from physical to online mode. First, they struggled to learn to use these tools and gradually developed their confidence of using the available ICT tools which could be helpful for them to make teaching and learning process easier.

Even students have made a connection with students and teachers of other counties and make online groups for sharing ideas and knowledge. Similar to these ideas, T9 said:

*In physical classes there are limited sources for providing materials for students. In online teaching there are number of resources which can be provided to the students in classes and students can become resourceful. They can look for anything they need which is not possible in physical classes. When they come to attend physical classes they do not come with laptop and cannot access many materials.*

T9’s remark reflects that there is a great chance for making students equipped with more reading materials in online classes by the use of various ICT tools. Even students can have access of reading materials from various websites and other online depositories. The
use of technology in classes makes teachers easier to manage classes. They can deliver many things using the technology. They do less physical labour by the help of technology. They also hope that students also enjoy reading using the available tools. As T1 said:

*I am pretty sure blended mode will be developed in Nepal also. Many students will also prefer computers, laptops, mobile, tablets and other available tools. At that time parents also offer these things. There will be only problem of infrastructure development. Otherwise the use of ICT in education is a very good idea for quality enhancement. It will be good for senior students to combine technology in learning.*

T1’s idea indicates that the use of technology is increasing rapidly as many students use them. The problem of using technology in education is the infrastructure development. If reliable internet facilities can be provided for them both at home and classrooms, quality education can be possible.

Teachers have positive attitude about using technology as they could have access of various materials. During the time of pandemic they applied online and after the pandemic was over, they shifted to physical mode. In this connection, T7 said:

*Various ICT tools are being developed and used day by day as it is the age of science and technology. But in our country generally we feel some problems in the availability of devices, internet facilities, electricity supply and our mentality is also affected, so it is little bit difficult to apply new techniques in our society and university. It takes time to utilize the tools fully for getting maximum benefit.*

T7’s comment indicates that for effective use of ICT tools in education we need to do some more in making provision of infrastructure.

Some teachers and students have increased their knowledge using technology. As T6 said:

*Before I started my career as a teacher, I used only chalks, marker, and duster. These days I often use laptop or other devices which are the parts of digitalization. So we are shifting to digitalized age by the rapid development of science and technology. The world has already shifted toward virtual classes. We can use various tools to some extent without affecting the physical environment.*

T6’s remark indicated that the impact of digital literacy is increasing day by day and utilizing digital tools we can continue our teaching-learning activities in physical presence. We can utilize the digital platforms for gaining new knowledge. As T5 said:

*The whole world is digital nowadays. So there is no option left for us about choosing digital method. We need to convince our students who are approaching the new methods. We will be lagging behind if we do not choose the digital mode. One day definitely we have to follow online and the students wherever they are taking classes through online mode. Teachers are also fond of taking online classes.*

T5’s comment shows that the future of the teaching method will be controlled more by the assistant of digital tools. Many of our materials will be in digital form and technology will assist us in teaching and learning.

**Challenges and Opportunities of Blended Mode**

In the interview, teachers reported that they experienced both complexities and advantages of blended mode which they have been using. The problem is related to infrastructure which can be improved in future and it will be easier. Similar to this view, T3 said:
I think we are lacking in technologies and infrastructure development. Some students are from remote areas where still required infrastructure is not facilitated. Physical classes are effective in that sense because we have direct conversation and contact with the students. Basically the topic and the subject matter which needs practical classes, physical classes are relevant there is no doubt. But sometimes in master’s level in social sciences physical classes can be substituted by online classes. For this reason, blended mode is the most effective to use.

T3’s remark shows that facilities need to be available to find the opportunities of the blended mode of learning. When blended mode is applied some of the challenges concerning teaching learning can be minimized. Similarly, T5 said:

There are both advantages and disadvantages of blended mode. First we are applying new mode which is quite fascinating for students. Second it is useful for the students who are thinking studying abroad. The disadvantage is that all students cannot manage the technical equipment as per the demand. Next, frequent power cut creates problem for the students.

T5 indicates that blended mode helps students to have access of abroad studies. When they are trained in a new way of teaching, students can compete in international level. At the time, there is a problem of electricity supply.

Teachers have also pointed out the positive impacts of technology assisted learning. There are many possibilities in future and blended mode can be a best method to follow for making learning easier for students. In this regard, T10 said:

Reformation in education is the essential thing as the world has progressed a lot but we are still using traditional pedagogy. We need to make our classrooms techno-friendly. The access of required devices including internet should be made available to all. For quality enhancement we need to apply technology in education to meet the requirements of the modern world.

T10’s remark indicates that newness in education is the demand of this globalized world. Here everything is constantly going on changing and we all need to be ready for reformation for enhancement in learning. As T8 said:

The future time the teaching pedagogy should be in blended mode. My claim is that if the innovative universities like Kathmandu University also demanded blended mode of application for the potential candidate. I think that sooner the blended mode will be will applied. Without blended mode no teaching will be effective in the days to come.

T8’s comment indicates that there are many advantages of blended mode due to its inclusive nature.

Many teachers and students are enjoying it. Newly admitted students are acquainted to by previewing its positive aspects. As T9 said:

It can be applied for that certain things are required. Some countries in the west have applied it. We are only initial stage of online and it may take time to apply blended mode fully. Anyway we can go to blended mode very soon but we have to focus on IT infrastructure. There are many digital platforms and we are using only a few. So changes are seen in our country but not fully.

T9’s remark shows that there is chance of adopting blended for making learning effective but due to lack of facilities it is not utilized fully.

Discussion

Teachers in the interview appreciated the application of technology in teaching as they have developed new skills of teaching, information sharing, collecting teaching
材料和知识增强。技术辅助学习可以更灵活、成本有效且耗时少。他们的想法与Dhawan (2020) 的发现相吻合，即COVID-19改变了接收和传授教育和可用的应用程序，如ZOOM使学生和教师能够进行在线课程和学习。各种材料从在线仓库促进了学生独立学习。它增强了教育，在不断变化的学术环境中提供了许多选择。教师和学生被要求应对现代世界的快速变化。根据Sharma et al. (2022) 的研究，学生喜欢技术驱动的学习，因为动画视频和图形模拟可以帮助他们轻松理解，但他们发现在线课程和混合模式是解决这一问题的最佳替代方案。混合学习为学生和教师提供了互动的机会，而不是在线课程。它有助于应对快速变化的科技带来的持续变化。不同形式的教学方式的存在是为了随着时间的推移而发展。技术在物理课程中的使用也使教师能够轻松地与学生分享信息。

参与教师指出技术整合的需要是为了提高质量，因为世界正在向数字化世界转变。技术已成为普遍，因为许多人熟悉最新的设备，如智能手机、笔记本电脑、iPad等。ICT在教育中的使用有助于提高教育质量。如果任何教师不能跟上ICT的使用，他/她就会落后于同行。他们的想法与Macharia (2022) 的发现一致，即ICT创造了许多平台和机会来促进学习和知识获取，创建以学生为中心的学习环境，扩大教育的可访问性和灵活性。ICT在许多活动中起着辅助作用，如文档、收集数据、制作作业、进行研究和其他教育活动。教师在访谈中指出在线课程的挑战和机会。流行病已经改变了学习方式，创造了所有世界的机会和挑战，如知识获取、学生与教师之间的合作以及内容的快速更新。从访谈中可以看出，混合模式既有优点也有缺点。Kumar et al. (2021) 表明混合模式作为一种更好的选择，通过丰富教学工具、技术和工具以满足全球和未来挑战，增加教师的知识和学生的学习兴趣和成果，增强互动，提高教育的包容性。混合模式可以为很多学生受益，因为它的包容性。Müller和Mildenberger (2021) 表明混合模式提供了灵活学习的机会，消除了时间、空间的障碍，将高等教育的可及性扩大到更多的社区。

转型和改革是现代世界的主要问题。世界变化是完全的，我们必须改变教学和学习的方式并进行改革。没有它，我们的学生将无法与来自其他国家的学生竞争。他们落后于教育，无法进步。对于任何国家来说，最有价值的事情是教育，我们的焦点应该在通过各种因素来改进教育上。他们的想法与Widjaja和Aslan (2022) 的发现一致。
blended mode of learning provides a solution for the transformation by creating favourable environment for innovative learning by addressing the problems and issues of global competition. Blended mode is effective through a proper use of media and tools for effective learning environment. It is highly preferred and adopted by reputed universities of the world being reliable and popular. From the interview with the teachers, it was noted that blended learning plays a great role in making effective learning process. Their idea aligns with the finding of Ma and Lee (2021) that students prefer blended learning as it has a higher satisfaction perception than face to face mode as blended mode motivates students more and provides in-depth understanding being a very effective medium of learning. However, Kirkwood and Price (2014) conclude that from the experience of the students the potential of technology for changing the academic sector has not been noticed and no significant influence of technology is noticed in higher education except replicating and supplementing the existing teaching. Transforming the way of teaching and learning is complex and teachers, students and stakeholders should be conscious for the effective use of technology in higher education. Some of them find no significant changes that are made by technology in the process of renovating the higher education.

CONCLUSION
Blended learning consolidates best practices of both digital and traditional methods by enabling students to customize their education. As technology played a significant role in education during the time of the COVID-19 pandemic, blended mode contributed a lot in accessing resources and student engagement. The findings confirm that using blended mode learning can be made easier comparatively than in traditional mode of face-to-face method. There are possibilities of shifting to it as some universities are making enrolment of students for teaching through blended mode. By encouraging teachers, students and stakeholders, blended mode can be applied for improvement in teaching and enhancement of learning. The advertisements for blended mode reflect that it is going to encompass the academic scenario soon. Transformation in academic sector is essential and shifted to technology assisted teaching and learning environment leads to such direction.

Academic institutions are under the pressure of installing technology guided approaches to address the needs of students of diverse nature. Many students are familiar with technology-assisted teaching and higher educational institutions are in pressure to accommodate such students. For this, blended learning has become the demand of day which creates the amalgamation of technology in teaching. Many institutions and teachers have been trying to deploy information technology in education to improve students’ learning and blended learning has been a popularly recommended paradigm that applies more than one mode of teaching for effective delivery of the subject matter for learning enhancement. It facilitates innovative and active learning helping in course redesigning by improving the quality likes grades results, higher content knowledge, course content and so on. At the same time, there are some disadvantages of blended mode that concerns managing requirements and time, difficulty in using technology for novelty, poor integration, increased workload, decrease in academic productivity and unwillingness of teachers. When demand is created for designing new courses, teachers have to step away from their current pedagogy and to assess the surfeit of available options. Similarly, there is no sufficient provision of infrastructure for effective implementation of blended mode. Some students and teachers repeatedly raise voice about instable internet facility, irregular supply of power, and unavailability of necessary devices to use blended mode.
RECOMMENDATIONS

Blended mode can be made applicable by infrastructure development and by the provision of necessary facilities. For the application of blended mode programmes like capacity building trainings, regular guidance, and seminars need to be conducted. Both teachers and students need to be equipped with new tools for using innovative technology for effective and engaged teaching. Policy makers, educationalists, parents, teachers and academics need to emphasize the use of blended mode for including students of various natured. By identifying factors needed for administration of techno-friendly learning are needed to be initiated. Emphasis on preparing appropriate policies for the promotion of its application in universities is required. Revising the course is also required for better outcome. Many students who are in the state of confusion before appearing the exam can be included in it for better performance as it has the capacity to include all the students. They can prepare and confidently appear in their final exam by making a close contact with their instructors.

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