



**EFFECTIVE TEACHING PRACTICES IN HIGHER EDUCATION  
WITH SPECIAL REFERENCE TO THE 21ST CENTURY:  
A CASE OF TEZPUR UNIVERSITY, INDIA**

**Setho J. Mokhets'engoane<sup>1i</sup>,**

**Pratima Pallai<sup>2</sup>**

Department of Education,  
School of Humanities and Social Sciences,  
Tezpur University,  
Assam, India

**Abstract:**

This study explored the effective teaching practices in higher education with special reference to the 21st century. The study aimed to achieve the following objective: to explore the effective teaching practices of 21st-century teachers in higher education. The study employed a qualitative case study to understand the teachers' views on the topic under investigation. In order to avoid the study from appearing out of a vacuum, the study adopted a theoretical framework. The theory of Constructivism was adopted in this study. The sample of the study constituted of 5 teachers who were selected based on convenience and purpose. These teachers were selected from 5 of 10 departments within the School of Humanities and Social Sciences. Semi-structured interview questions were also constructed and administered telephonically to the teachers. This is because it was impossible to conduct face-to-face interviews as part of restrictions brought by the Covid-19 pandemic. The data were analysed thematically. The findings of the study revealed that some of the practices of highly effective teachers in the 21st century were; the ability to integrate technology in the teaching-learning process, incorporation of a learner-centred approach, acknowledgement of individual differences and creation of a positive learning environment. The study, therefore, concluded that if all these teaching practices commended by teachers at Tezpur University can be emulated by other institutions, then the entire education system in India will improve.

**Keywords:** effective teaching, practices, higher education, 21<sup>st</sup>-century teaching

**1. Introduction**

This study investigated the effective teaching practices of teachers in Higher Education with special reference to the 21<sup>st</sup> century at Tezpur University in India. A sound higher

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<sup>i</sup> Correspondence: email [sjmokhetsengoane@gmail.com](mailto:sjmokhetsengoane@gmail.com)

education plays an imperative role in the economic development and progress of a country (Bala & Rani, 2017). More attention is given to the quality of teaching and learning in Higher Education in recent years (Devlin & Samarawickrema, 2010). Teachers are at the forefront in ensuring that there is quality education received by the students in the Higher Education institutions. Throughout history, there have been several theories propagated by different scholars across the globe which assisted teachers in becoming effective and innovative in their teaching careers. John Dewey, who is considered a progressivist, pragmatist, philosopher and social reformer was one of the scholars who played a bigger role in the education sector (Gutek, 2014). He believed that students were all unique learners, and the teachers should give them the golden opportunity and a conducive environment through which they exercise their potential. Sikandar (2015) emphasized that it is therefore the responsibility of the teacher to have a positive and constructive environment so that students create a positive educative experience for themselves. Such environments are built in the partnership of teachers and students, where together they try out effective techniques of teaching and learning. The main purpose is to make self-reliant students.

According to Dewey (1938), for effective teaching to occur within an educational setting, he stressed the sensitivity of the relevant stakeholders' teachers towards learners' needs and their individual differences. He was of the perception that an effective teacher should come to the level of every learner within the classroom. The materials selected for learning, the activities designed, and the methods of teaching should be aligned to the individual differences that exist within the classroom. For Dewey, teachers should be aware that there is nothing like a one-for-all concept of teaching and learning. The process of learning should be decided in accordance with the aptitude, learners' former experiences, and their present experiences. Teachers should identify students' interests, observe the directions they naturally take, and then assist them to develop problem-solving skills. By doing this, that teacher, according to Dewey is an effective teacher.

In the 21<sup>st</sup> century, there have been several research contributions and innovations in the field of education, especially in regard to effective teaching practices. The advent of technology has brought significant transformations across the globe. Many sectors have improved their performance because of the adoption of technology in their daily operations. The education sector has experienced a tremendous pedagogical paradigm shift due to the adoption and integration of Information and Communication Technology in the teaching-learning process. Before the global pandemic of Covid-19 severely affected the world, ICT was already incorporated into the institutions of higher learning to improve the quality of education. Distance education institutions have been relying on ICT-based tools to disseminate information to the students.

As the world is undergoing rapid changes in the knowledge gap, India has also embraced and considered the advancement of science and technology capacity as highlighted in the National Education Policy of 2020 (Ministry of Human Resource Development, 2020). The advancement of technology within the education sector has been a contributing factor to quality education. As such, to be an effective teacher in the

21<sup>st</sup> century, there must be competency in the operation of ICT-based tools so that teaching and learning can happen with ease. Furthermore, the policy acknowledges that the teacher must be at the centre of reforms in the education sector. It must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible (Ministry of Human Resource Development, 2020).

Tons of literature have been reviewed on effective teaching practices in higher education across the globe. Consistent with Hill (2014) effective teachers exhibit the following attributes; teacher competence which includes the knowledge of the subject, a strong relationship between the teacher and students, and teachers who demonstrate fairness and provide timely feedback (Harbour et al., 2015). Jan & Jrf (2017) conducted research on the qualities of effective teachers. They have reported that effective teachers adopt learner-centred approaches in the classroom, learn new technologies and integrate them into the teaching process and use collaborative learning strategies, to mention but a few. Since the teaching profession is perpetually changing, teachers are expected to meet certain expectations every year so as to remain relevant (Kesehatan, 2019). Teachers must adjust to the changing circumstances to create students that can perfectly fit in the changing world. Kumar et al. (2019) investigated award-winning faculty online teaching practices. The five fundamental areas revealed by the analysis were: (a) authentic and relevant course materials that hook up with the practice, (b) the utilization of multimedia resources, (c) student creation of digital content individually and collaboratively, (d) students' reflection on learning, and (e) the instructor's explanation of the aim of activities, technologies, and assessments within the online course.

## **2. Statement of the Problem**

As already articulated earlier, effective teaching is of paramount significance in higher education. With the National Education Policy (2020) acknowledging the importance of quality higher education institutions in promoting human as well as societal well-being and in developing a democratic, just, socially – conscious and cultured nation as envisioned in the Indian Constitution (Ministry of Human Resource Development, 2020), it should be noted that teachers are at the centre in ensuring the successful implementation of the policy. However, one of the highlighted challenges in NEP 2020 is limited teachers in higher education and this raises concern about the effectiveness of their teaching since the student-teacher ratio is obviously higher than expected.

Although there have been researching around effective teaching practices in Higher Education, there is still more to be explored especially recently when the world has been hit by the Covid-19 pandemic. Because of Covid-19, there was a transformation in different sectors of development including education. Due to the pedagogical paradigm shift from the traditional way of teaching to an online mode, the experiences of students and teachers in relation to effective teaching practices in the 21<sup>st</sup> century also

changed. The challenges teachers face have also increased. The prevailing conditions have raised a question of quality education in Higher Institutions due to changes that occurred. Therefore, there is a dearth of literature in relation to effective teaching practices in higher education amid Covid-19 pandemic that has influenced the teaching-learning process across the globe, hence the present study to pursue this knowledge gap.

### **3. Objective of the Study**

- To explore the effective teaching practices of 21<sup>st</sup>-century teachers in higher education.

### **4. Materials and Methods**

The qualitative case research approach and methods used in this study were influenced by a constructivist paradigm. In line with this paradigm, people's view of the world is often influenced by their experiences (Creswell, 2014, Creswell, 2005). Individuals give meaning to these experiences and use the meanings they assigned to their experiences to interpret life or a phenomenon. For example, both teachers and students of the university had contrasting views on effective teaching practices in higher education. Therefore, using a qualitative approach can vividly bring out these different views and indicate how they can be shaped by their experiences.

Due to the nature of the study, the researcher selected 5 teachers to be the representatives of the entire population of the School of Humanities and Social Sciences (SHSS) at Tezpur University. The teachers come from the following departments under SHSS: Department of Education, Sociology, Social work and English. The assumption to employ both convenience and purposive sampling techniques was that the participants being teachers have a very long experience teaching in those departments.

Initially, the study intended to use face-to-face semi-structured interviews and focus group discussions as methods of data collection. But due to Covid – 19 rules and regulations that were imposed by the Indian Government that prohibited and restricted gatherings, the researcher opted for telephone semi-structured interviews based on effective teaching practices in higher education.

In relation to ethical considerations, in order to assure the rights and the well-being of the respondents, transparency, anonymity and confidentiality were considered. To assure transparency, the researcher asked for permission from the university to conduct this research. To ensure anonymity and confidentiality, the teachers were asked whether they would like to be named using numbers in the research study or not. Not leaving behind that, all respondents were informed that the data stays anonymously and will be dealt with confidentially.

## 5. Results and Discussion

As already indicated, the teachers were purposively selected to present their views on effective teaching practices in higher education as one of the objectives of the study. The teachers were telephonically interviewed on questions related to the first objective. The data are presented under the following themes;

- A. Learner-centred approach,
- B. Integration of technology in the classroom,
- C. Positive learning environment.

### A. Learner-centred approach in teaching

Under this theme, all the participants (5) have reported that in the 21<sup>st</sup> century, learners should be given priority and the opportunity to realize their own potential. They have all agreed on the fact that learning should be made according to the needs and interests of the learners so that they feel engaged and interested in the learning. Participant 5 reiterated this statement several times during the interview, he said,

*"Yes, I believe that learners are not empty vessels. In fact, research has shown that in the 21st century teachers should just be facilitators of the teaching-learning process. Much has to be done by the students."*

Then Teacher 2 said,

*"... For me, I believe effective teaching is about the involvement of students in the classroom. They should own their learning process. With the help of the teacher, they should be able to construct knowledge for themselves. The teacher's role is to contribute by ensuring all necessary materials and resources are provided to the student."*

Teacher 5 said,

*"...in the 21<sup>st</sup> century, learners are supposed to explore the content on their own with limited teacher involvement. A teacher that embraces this practice, especially at the university level, I believe is the most effective one."*

From the previous responses, the teachers were trying to highlight the importance of a teacher in engaging students in their learning process. They have shown that it is very indispensable to tailor the teaching-learning process according to the needs, interests and aspirations of the students so that they feel interested in pursuing their studies.

Apart from the perception held by the teachers that students should be given a platform to construct their own knowledge, there are some who have reported that learner centred approach to learning is inclusive in nature. The participant held the

perception that students should be prioritised and take ownership of what they learn so that they develop critical thinking skills, problem -solving and decision-making skills. This claim was made by Participant 4 and was further strengthened by participant 1.

Teacher 4 said,

*"... I believe if a teacher employs learner-centred approach of teaching in his/her classroom, that supports the trending phenomenon of inclusive education classrooms. Therefore, each student will be prioritised and learning according to the way he prefers."*

This statement was supported by Teacher 1 who said,

*"An effective teacher should recognize and values diversity so that the different learning needs of the learners are identified and met."*

These teachers have tried to acknowledge the importance of individual differences that exist within the context of higher education. They are of the view that students discover new information and come up with solutions instead of passively waiting for the teacher's answers. Thus, developing the skills of exploring problems and making decisions to solve them is extremely valuable for quick-paced companies where solutions are needed as soon as possible.

To further support the importance of learner-centred approach education, participant 3 has reported that if learners are engaged in the classroom, it helps them to explore and know better in the area they are engaged in especially if the teacher places resources and materials on students' disposal. He further noted that since learner centred approach is about giving students enough room to fail and learn from their missteps, this develops their critical thinking skills and self-reflection skills. By virtue of this, students will be able to discriminate between what is good or bad for them in due time.

Participant 3 has reported that a student-centred approach to teaching improves students' communication and collaboration skills. These skills are some of the most crucial and required in the 21<sup>st</sup> century for students. She showed that effective teachers who use this approach help students in gathering and developing a number of skills that are very indispensable in the 21<sup>st</sup> century. This participant further said,

*"... it increases students' interest in school and in education in general."*

Still, in support of the learner-centred approach in higher education, participant 2 has said, student-centred classrooms include students in planning, implementation, and assessments. Involving the learners in these decisions will place more work on them, which can be a good thing. Teachers must become comfortable with changing their leadership style from directive to consultative - from "Do as I say" to "Based on your needs, let's co-develop and implement a plan of action."

In addition, participant 2 further indicated that even in the National Curriculum Framework of 2005 brought out by NCERT, place more emphasis was put on constructivism whereby it is stated that teachers should nurture their classroom spaces as places where children can ask questions freely. He has indicated that although many documents and recent developments in the field of education suggest that we should adopt learner – centred approach in higher education, most teachers are using the dominative teacher-centred approach of teaching. He says this is because most of the teachers are the recipient of the 20<sup>th</sup>-century education system where a teacher was considered a reservoir of knowledge. He said,

*“As much as learner – centred approach to teaching is encouraged in our education system, most of the teachers still follow the traditional way of teaching whereby they do more than 70% of the work and students only do the remaining 30%... reason being that we are more knowledgeable on the traditional system of education where a teacher is dominant in the classroom. It is difficult to many teachers to adjust to the new developments happening in the teaching field.*

He further pointed out that he is personally a great supporter of constructivism as he has published papers on constructivism in the teaching field. For him, one of the practices of effective teachers is giving students the opportunity to actively construct their own knowledge by connecting new ideas to the existing ideas on the basis of their experience. Active engagement involves inquiry, exploration, debates, questioning etc.

## **B. Integration of technology in the classroom**

In the era of the 21<sup>st</sup> century, it is a must to use technology in order to stay updated and relevant. Most students have access to digital technologies such as laptops, smartphones and computers. Educational institutions have seen the importance of the use of technological resources during the time of Covid-19. Both students and teachers were able to communicate and collaborate in the comfort of their homes because of technology. Technology is now considered a critical tool in enhancing teaching and learning in universities owing to the fact that the ubiquitous nature of technology now allows students to access education from anywhere, at any time and at their own pace. As a result of this, most of the participants, in this case being teachers, are of the perception that one of the practices of effective teaching is the integration of technology in the teaching-learning process.

This claim is supported by participant 3 who reported that because of globalization, the world has become a global village due to the use of technology for communication. He also indicated we are living in a digital era that is characterized by technology which increases the speed and breadth of knowledge turnover within the economy and society. The education sector in particular has experienced tremendous growth due to the emergence of digital technologies in the 21<sup>st</sup> century. For him, as much as technology is very important, especially during this Covid-19 pandemic, it can and

will never replace the multifaceted role of a teacher. It is very important as it helps the teacher to facilitate the teaching-learning process. He put it more precisely by saying,

*“Technology is important. We have seen how it helped us during the Covid-19 pandemic. We were able to keep in touch with students from the comfort of their homes. However, this technology can never replace the multifaceted role of the teacher.”*

The comments that were shared by Teacher 2 coincide with some of what Teacher 3 said. She strongly emphasised that effective teachers in the 21<sup>st</sup> century are characterised by the digital or ICT skills they have. The ability to integrate technology and help students use it in the teaching-learning process is one of the important aspects of higher education. He further emphasises that effective teachers should have technical skills and knowledge on how to access materials, and software from the internet, especially during this time of online learning. Having these skills will help one to organise your workload, streamline processes and access digital information. It is therefore imperative to have these skills. He said,

*“Technology can be there for teachers to use but if they do not have necessary technical skills on how to use them then it becomes useless.”*

Participant 1 has also echoed the same sentiments as participants 2 and 3. She believes that teachers should incorporate technology in the classroom if they are to be considered effective in their practices. She said technology helps them to learn things in a more practical way. For example, if one is teaching about Great rivers in the world, through the use of the computer such pictures of great rivers like the Brahmaputra can be displayed which will then make learning easier for the students. She also reported that during online learning when google meets, zoom, and many other platforms were used, most students were much interested in the learning process. More and more studies show that technology integration in the curriculum improves students' learning processes and outcomes. Teachers who recognize computers as problem-solving tools change the way they teach. They move from a behavioural approach to a more constructivist approach.

This participant further claimed that as teachers integrate technology in the classroom, technology helps change the student/teacher roles and relationships: students take responsibility for their learning outcomes, while teachers become guides and facilitators. Technology lends itself as the multidimensional tool that assists that process. For him, effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. She said,

*“In the process of online learning that has been happening since Covid-19 was declared a pandemic, one can see how important having digital resources is in higher education. The*



*big challenge was with universities that do not have sufficient technologies facilities to conduct online classes through Google meet, Zoom etc."*

This shows that as much as these teachers have acknowledged that it is challenging for them to use technology in the classroom, they managed to incorporate it during this time of covid -19. As a result, that has made some and other teachers able to meet the needs of the students in the 21<sup>st</sup> century where learning mostly happens online with limited teacher dominance.

### **C. Positive learning environment**

A positive classroom environment helps improve attention, reduces anxiety, and supports the emotional and behavioural regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation which leads to wonderful learning outcomes. This has been indicated by most participants who showed that the most important practice of highly effective teachers is to create a conducive, positive environment where students are able to grow from zero to hero.

Teacher 1 has reported students to learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed. He further said,

*"A positive learning environment gives equal participation to every student. So, such a teacher that recognises and values individual differences that exist in the classroom, I personally consider him as effective, especially in the 21<sup>st</sup>-century era."*

The above statement articulated by Teacher 1 shows that a positive learning environment also takes into consideration of each learner's interests and needs. That is why he emphasises equal participation of the students within the classroom without any hindrances. This one was also said by Teacher 2 in the semi-structured interviews that were done telephonically. He indicated that there are different learners in the classroom, for example, others are slow while others are fast in doing the assigned job. Therefore, an effective teacher should recognise this by assigning different tasks to these two different kinds of students that exist in his class. It goes without saying that he supported the same sentiments expressed by Teacher 1 on individual differences.

The other participant in this interview, which is Teacher 4 reported that there should not be an element of impartiality in the classroom. She puts it thus,

*"Impartiality is very important in the classroom. No student should feel like he is neglected or not fully supported... This is the role of the effective teacher of the 21<sup>st</sup> century."*

Teacher 4 said,

*"We all know the factors that can threaten a positive classroom environment: problems that students face at home, especially during this period of Covid-19, lack of motivation among students whose love of learning has been drilled right out of them, pressures from testing, and a lot of assignments that have to be completed within a very short span of time."*

The above statement echoed by Teacher 4 suggests that in order to maintain a positive classroom environment, teachers should motivate the students. Because of a number of distractions that have affected the mental health of the students in this period of covid -19, it is the duty of the teachers to ensure that students stay highly interested and motivated so that learning may not be a burden to them.

Participant 1, 3 and 5 have also shown the importance of an environment that provides both theoretical and practical knowledge to the students. Teacher 5 has expressed his remarks by indicating that in the 21<sup>st</sup> century both theoretical and practical knowledge should be given to the students. He made an example of the B. ED program offered at Tezpur University and other institutions across India where he showed that there is a big gap between theory and practical. Only a few months are allocated for teaching internships which according to him does not make sense. The two should be given equal importance. He further made another example of MA Education which is more than 90% theoretical. So, there is a big gap.

*"In the 21<sup>st</sup> century, students should be given more practical knowledge than theoretical one"* This is one of the statements uttered by Teacher 2. She indicated that most of the time the theory we give to students is easily forgotten but for something that is practical in nature there are fewer chances of forgetting it. The world faced with globalization has shown that people with skills who have innovative and creative minds are the ones that will make it in this century. She believed an effective teacher should create a positive environment where more practical knowledge can be prioritised over theoretical one.

### **5.1 Discussions of the main results of teachers' semi-structured interview**

Based on the results gathered during the telephonic interview of teachers in line with the first objective to explore effective teaching practices in higher education, the researcher has discovered that there are some similarities in relation to studies conducted by other scholars on the same topic. The analysis of the semi-structured interview was done in relation to the following theme; learner-centred approach in teaching, technology integration in the classroom and lastly the positive learning environment. Through these themes, the practices of highly effective teachers of higher education in the 21<sup>st</sup> century were described in detail. The participants have revealed the importance and are in favour of learner-centred approaches in higher education. Also, they indicated that technology plays a prominent role in the education sector, especially during this time of pandemic

and as such, teachers who have technical skills and knowledge of using ICT effectively in the teaching-learning process are considered effective.

Similar studies have been conducted that show that the creation of positive learning in the students is one of the effective teaching practices. For example, MacSuga-Gage et al. (2012) conducted a study on 'Effective teaching practices that promote positive classroom environment'. The study identified three key factors considered to be best practices that demonstrated effective teaching within the classroom. Firstly, it was discovered that effective teachers should deliver explicit and engaging academic instruction. Effective academic instruction is explicit and engaging. Becker (2001) is of the perception that teachers should develop their instructional activities using empirically derived and supported principles of 'effective instructional design. When planning for instruction, effective teachers prioritize their learning objectives and carefully select what they want to teach with utmost vigilance.

Another point that was noted is that effective teachers implement empirically supported classroom strategies and finally such teachers build strong relationships not only with the students but also with their parents. The same discovery has been echoed by McMurtry (2016) in his study on effective teaching in online higher education. This shows that in order to really be an effective teacher in the context of higher education, it takes more than content mastery. It is about understanding the nature and characteristics of the students one is dealing with. As highlighted in the first chapter, education is a tripartite system where it involves the student, the teacher and the parents. From this study it can be concluded parents do really play a critical role in the education of the child as it has been perceived by the researcher by showing parents' involvement in the teaching-learning process also contributes to teachers being effective in the classroom.

Habib (2017) in his study of teacher effectiveness and its importance acknowledged that, knowing the learners as a teacher was another important feature of teacher effectiveness. This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs. This is supported by Teacher 4 who said,

*"... I believe if a teacher employs learner-centred approach of teaching in his/her classroom, that supports the trending phenomenon of inclusive education classrooms. Therefore, each student will be prioritised and learn according to the way he prefers."*

In relation to technology integration in the classroom, some similar studies have been conducted that show that teachers who integrate technology in the classroom, especially in the 21<sup>st</sup>-century era are considered highly effective. Kumar et al. (2019) investigated "*award-winning faculty online teaching practices*". The motivation behind this study was to explore award-winning instructors' insights on elements of their course

design that were award-winning and therefore differences between expert and novice online instructors. The researcher employed interviews to collect data from eight faculty members who won awards as online effective teachers across the US. They were selected from one among three professional associations. The five fundamental areas revealed by the analysis were: (a) authentic and relevant course materials that hook up with the practice, (b) the utilization of multimedia resources, (c) student creation of digital content individually and collaboratively, (d) students' reflection on learning, and (e) the instructor's explanation of the aim of activities, technologies, and assessments within the online course. Additionally, award-winning faculty underscored the significance of utilizing data and evaluation practices and pondering course contributions in the advancement of brilliant online courses.

The same sentiments as that one of Kumar et.al (2019) were reported by Teacher 2 who said,

*“Technology is important. We have seen how it helped us during the Covid-19 pandemic. We were able to keep in touch with students from the comfort of their homes. However, this technology can never replace the multifaceted role of the teacher.”*

Additionally, award-winning faculty emphasized the importance of using data and evaluation practices and reflecting on course offerings in the development of an excellent online course. The findings of these studies added to the body of knowledge in relation to what constitutes to teacher's effectiveness, especially in the online education that most universities have adopted. This study seems to be very relevant and practical in this era of covid-19 where the learning and teaching processes are happening through an online mode. It is therefore for teachers to understand some of the effective teaching practices that can be adopted in order to assist students to realize their academic potential effectively and efficiently.

## **5. Conclusion and Recommendations**

This study investigated the effective teaching practices of 21<sup>st</sup>-century teachers in higher education taking Tezpur University as a case. In this study, 5 teachers from the 5 departments within the School of Humanities and Social Sciences were interviewed on the effective teaching practices in higher education. Therefore, the study established that the following are the practices of highly effective teachers in higher education: 1) Learner Centred approach, 2) Integration of technology in the classroom, and 3) Positive Learning Environment. What emerges from the findings of this qualitative case study are practices that selected teachers to believe promote effective teaching in the 21<sup>st</sup> century. Therefore, it is recommended that teachers from other departments within the University should adopt these practices in their daily teaching-learning process so that the quality and standard of education at Tezpur University can maintain uniformity across the departments. Some of the departments on campus are not performing well as compared

to others. This is a golden opportunity for them to learn and update the skills they already have.

In addition, the study recommends that most universities especially in North-East India should emulate what Tezpur university is doing to promote a culture of positive learning environment which in turn results in improved education in their institutions. The fact that Tezpur University is among the best institutions in India, many teachers in different institutions can learn the practices of this university which can help them improve their teaching for the betterment of their students.

The findings also revealed that teachers lack the necessary skills on how to integrate technology in the classroom, especially during this period of Covid-19. The recommendation I can bring to the table is that teachers should be given training on how to use the technological tools effectively. There should be workshops or seminars conducted to educate teachers about technology. This will improve their skills and competence. Through workshops, they will not only learn about technology but also learn more from the experts about new techniques of teaching that they may not be aware of.

Research should be given priority in higher education. In order to meet the present needs of the students, teachers are recommended to write a number of papers for publications or for an international conference presentation. This will boost their skills and knowledge on where to focus so that the kind of students they teach may receive relevant and necessary information needed to be absorbed in the job market in the 21<sup>st</sup> century. The University should also enforce every teacher to continuously engage in professional development courses which have been seen in the study as very significant in the lives of teachers. Just like what NEP,2020 recommends that teachers participate in CPD courses, that should not be enforced and monitored so that teachers provide knowledge that is needed and relevant.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

### **About the Authors**

**Setho John Mokhets'engoane** is a graduate from Tezpur University (Central) in India with Master of Arts in Education. He also holds Bachelor's Degree in Education obtained from the National University of Lesotho with specialization in English Language and Geography. Currently, he is an educator at 'Makhethisa High School, Lesotho. His research interests include among others; technology enhanced learning in the 21<sup>st</sup> century classrooms, multimedia innovative learning approaches and learner centered pedagogy.

**Dr. Pratima Pallai** is an Assistant Professor in the Department of Education at Tezpur University (Central), India. She holds the following qualifications; M.A, B.Ed., M.Ed., UGC -NET (Education) and PhD in Education. Her areas of interest are pedagogy of social sciences, ICT in education, teacher education and measurement and evaluation in education to mention but a few. She has widely published articles both at national and

international accredited journals on the aforementioned research interests. Apart from acting as a resource person at different levels, she has also participated and presented research papers both at national and international seminars.

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