

TEJGANGA DARPAN  
A Multidisciplinary Peer Reviewed Journal  
ISSN: 2717-4883  
DOI Indexed in NepJol



Tejganga Multiple Campus  
Kavrepalanchok, Panauti Nepal  
URL: [www.tejganga.edu.np](http://www.tejganga.edu.np)

## **Assessing the Effectiveness of Teaching and Learning Practices in Higher Education: A Critical Review**

**Pramod Raj Upadhyay, PhD**

Madan Bhanadari Memorial College, New Baneshwor, Kathmandu

[prajsarlahi@gmail.com](mailto:prajsarlahi@gmail.com)

Received: 28 December 2025; Revised & Accepted: 25 January 2026; Publication: 1 March 2026

**Copyright: Upadhaya (2026)**



**This work is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International License.**

### **Abstract**

The process of teaching and learning may be seen as the conveyance of knowledge and proficiency from teachers to students. A combination of multiple parts is the term used to describe the process through which a teacher identifies and creates the learning goals, prepares instructional materials and puts the teaching and learning strategy into action. Nevertheless, education is a field one must consider the most crucial aspect of learning. In order to determine whether or not teaching at the higher education level is adequate, the objective of this research was to conduct a literature search on pedagogy, inclusive practices, and a variety of academic publications. This research aims to assess the teaching abilities of

professors working in higher education settings. The study analyzed the theory by using literary genres and experimental research procedures (mostly introspection) while also attempting to strengthen the practice via university experiences. The study's findings indicate that providing students with constructive and suitable feedback for development and the opportunity to participate in role playing activities has a significant and positive impact on the levels of confidence and self-esteem that student's exhibit. Additionally, it was shown that an inclusive atmosphere encourages inclusivity and improves the academic success of both students and teachers.

**Keywords:** *Learning environment, constructive, review pedagogy, implementing.*

## **Introduction**

Learning can be understood as a lasting transformation in students, facilitated by teachers through approaches such as developing specific skills, shaping attitudes, or fostering comprehension of scientific principles within the learning environment (Sequeira, 2012). Manandhar (2024) highlights several dimensions of effective teaching in the context of Nepalese higher education, including supportive classroom environments, clear instructional methods, scaffolding techniques, and the integration of technology all of which are vital for improving teaching effectiveness. While learning represents a permanent change initiated by educators, students in higher education expect to be treated as adult learners with some autonomy over their educational experiences (Michael & Modell, 2003). This autonomy involves the ability to ask questions and address concerns. As noted by Mitra (2008) and Pond and Rehan (1997), learners anticipate having a degree of influence in shaping their education. They prefer instructors who are approachable, engaging, and capable of explaining concepts clearly, often using relevant examples to simplify complex material an expectation that has become increasingly important in modern classrooms (Becker et al., 1990). Moreover, students value teachers who demonstrate strong subject knowledge and expertise in their instruction.

Simultaneously, progress in Information, Communication and Technologies (ICT) has decisively accelerated the use of blended learning. This technological shift has spurred a

variety of effective new teaching methods aimed at boosting student performance and addressing complex educational needs (Bakhsh et al., 2022; Saira et al., 2020). As Pokharel (2024) notes, tools like the internet, multimedia, and AI have revolutionized how instruction is delivered and accessed, despite ongoing issues with digital literacy and infrastructure. The effectiveness of ICT enhanced blended learning is well-supported by research across multiple settings, cementing its status in modern education (Anthony, 2022; Hafeez & Akhter, 2021).

The study was initiated as part of advancing professional development, with the researcher's ongoing academic work strongly aligned to the chosen area of focus. This alignment made the investigation particularly significant. Through continuous discussions at the university on how to sustain growth in everyday teaching, the researchers determined that comprehensive inquiry should be conducted within a supportive environment. They emphasized that merely adopting diverse pedagogical approaches would not suffice; instead, inclusive education must be prioritized in curriculum design and assessment practices. Such inclusivity ensures greater teaching effectiveness and removes barriers to learning, thereby accommodating all students. GC (2024) highlights the semester system in Nepal as having mixed outcomes while it provides structure and regular assessments, issues related to management, teacher–student roles, and administrative oversight hinder its full potential. The central aim of this research is to identify key factors necessary for developing methods that enhance both teaching and learning efficiency (Gray & MacBlain, 2015). Accordingly, the guiding research question asks: How can teaching and learning environments be made more effective by fostering inclusivity and welcoming all students?

This study critically examines the effectiveness of teaching and learning practices in higher education, with a particular focus on the Nepalese context. It emphasizes the importance of inclusive pedagogy, diverse instructional strategies, and the integration of technology (such as ICT and blended learning) to enhance student engagement, motivation, and learning outcomes. The research argues that effective teaching requires not only varied methods tailored to different learning styles (visual, auditory, read/write, kinesthetic) but

also empathetic classroom management, reflective practice, and continuous adaptation to institutional and student needs.

The objectives of this research are to identify the key factors that contribute to effective teaching and learning practices in higher education and to evaluate the role of inclusivity in curriculum design, classroom management, and assessment practices so as to ensure equal opportunities for diverse learners. It further aims to analyze the impact of technology and blended learning through ICT tools, multimedia, AI, and the integration of online and offline methods on teaching effectiveness and student performance. In addition, the study seeks to explore different learning styles, including visual, auditory, read/write, and kinesthetic, and assess how instructional strategies can be adapted to meet these preferences. Attention is also given to investigating internal and external factors such as age, gender, confidence, peer pressure, and teacher-student ratios that influence student learning outcomes. Moreover, the research examines the effectiveness of experiential and innovative pedagogical approaches, such as role-playing, collaborative tasks, project-based learning, and flipped classrooms, in fostering engagement and critical thinking.

### **Research method**

To identify and extract empirical studies relevant to this review, an extensive search of published literature was conducted. Databases such as PsycInfo, Scopus, Web of Science, JSTOR, Google Scholar, Science Direct, and ERIC were systematically examined. Additionally, the reference lists of previously reviewed works were consulted to locate further pertinent sources. The researcher employed the case study method, which facilitated a comprehensive and in-depth understanding of the issue (Garver & Noguera, 2012). Consequently, the study primarily relied on secondary data, including government and institutional publications as well as peer-reviewed journal articles.

Beyond this, the researcher incorporated personal reflection grounded in participants' experiences within higher education. The reflective evaluation drew upon experimental research practices, emphasizing introspection and employing literary forms. To gather direct insights from students, a qualitative questionnaire was designed, particularly suitable given

the small number of students enrolled in the courses. The collected data were analyzed to better understand students' perceptions of effective class delivery. To strengthen the credibility of the findings, data triangulation was applied, whereby the results were compared with outcomes from similar research and case studies conducted by other scholars.

### **Result and discussion**

Different results have been reported by two studies that looked at the impact of conceptual modeling on critical review abilities (Chen et al., 2011). In a course given by Chen and his colleagues, first-year nursing students were divided into two groups. One group utilized concept maps, which forced students to talk in small groups and visually depict and arrange their concepts, while the other group received lecture-style instruction. According to the results of the critical review, the idea mapping group greatly outperformed the lecture group (Chen et al., 2011). Parajuli & Thapa (2023) found that students generally hold positive perceptions of e-learning environments, with instructor support and ease of use being key determinants of perceived effectiveness. However, when used to prepare junior nursing students for clinical encounters, concept mapping of patient information did not significantly increase the students critical review when compared to the lecture technique (Wheeler & Collins, 2003).

According to the findings of the present research, it is the responsibility of educators to ensure that students natural human abilities and the technology cultivated through culture routinely contact one another to increase their cognitive capabilities ultimately. In line with the principles of this theory, the use of class communication, role-playing, and visual representation to learners in the form of visuals such as charts, graphs (McLeod, 2008), and newspapers from which information on various business and financial concerns was provided to challenge their learning and help them become more creative implemented. According to the findings of the research, teachers have to make use of a wide array of instructional aids while they are guiding students through the learning process (Alfieri et al., 2011). These tools could include computers, books, smartboards, equipment, artifacts,

whiteboards, notable participants, activities, computer programs, etc. The study indicates that learners have a higher level of motivation and engagement to improve their learning experiences when the course is more interactive (Hackman & Oldham, 1976). According to the study findings, some teaching tactics may be helpful for a few kids but not very practical for others.

In light of this, it is recommended to use experiential learning strategies in addition to blended learning, which mixes online and offline learning. Some examples of these strategies include cross-age tutoring among peers, pro and con grids, prodigy games, and mnemonics. These strategies have shown to be very beneficial in boosting learning and reducing potentially disruptive concerns in the classroom. In light of our previous knowledge of how students learn, we surveyed students to find out what aspect of an educational experience they found to be the most engaging and what they planned to take away from the teaching-learning experience. Students reacted differently to these questions, suggesting they used multiple learning techniques to engage fully in the teaching-learning process and attain meaningful learning outcomes. The students' responses led us to conclude that the kinds of learners also affected the learning results. There are many distinct types of pupils, and one of the most common settings for them is a classroom setting. There is a subset of auditory learners who are more at ease when it comes to hearing and digesting auditory information; this group is one of them. The instruction that students get in the form of classroom lectures, group discussions, and group sessions is the most useful to the students that fall under this category of students.

Coffield (2013) argues that when continuous knowledge development on a subject is lacking, the overall quality of teaching and learning tends to suffer. This viewpoint aligns with our own experiences as educators, as we recognize that openness and a persistent desire to learn are vital for sustained success. Within the classroom, one distinct group of learners is identified as visual learners. These students benefit most from information presented in visual formats. Beyond absorbing knowledge from visual cues, they also learn by observing the behaviors of others during instructional activities. Visual learners are particularly responsive to teaching methods that incorporate charts, graphs, illustrations, or formulas

displayed on the board.

Arthurs (2007) and Gilakjani (2012) note that this type of learner is typically creative in applying acquired knowledge, naturally attentive, and less prone to distraction. Kinesthetic learners, often observed in classroom settings, prefer active engagement over visual or auditory instruction. Their learning is most effective when guided by instructors, and as Leopold (2012) highlights, they frequently rely on physical activities to articulate their learning objectives. Responses to questionnaires further revealed that both internal and external factors contribute to shaping students' learning goals and expected outcomes. Given our own positive experiences with this approach, along with similar feedback from colleagues, researcher advocate for the integration of practical activities as a fundamental component of every course and curriculum (Johnston, 2012). In teaching various modules at universities and colleges, researcher has found it necessary to employ diverse instructional strategies that align with students' preferred learning styles. By utilizing Fleming's (2001) VARK questionnaire covering (Visual, Aural, Read/Write, and Kinesthetic) modes researcher identified that students often exhibit a combination of these three dominant learning preferences.

## **Discussion**

Before moving on to a class discussion, the subject was presented to the students via slides from PowerPoint. Auditory learners have benefitted from this kind of instruction because they have understood the concept of appropriate pricing with the assistance of our lectures and group discussions. By integrating video clips from YouTube and a PowerPoint presentation, we were able to reinforce the concept and draw attention to the many applications of relevant pricing techniques. Acharya, Sigdel & Poudel (2025) argue that collaborative teaching turns traditional classrooms into student-centered learning spaces. Their review highlights improved retention, critical thinking, communication skills, and participation, although constraints like large class sizes and entrenched teacher-centered norms remain. This, in the end, was helpful to the visual learners. We have created hardcopy slides and a few other case study scenarios for the students who are more inclined to learn

via visual aids. In the end, researcher devised a few questions in an examination format that required role-playing from the apprentices. Sharma (2025) identifies several innovative pedagogical strategies (flipped classroom, project-based learning, skill-centered activities) that can further strengthen teaching effectiveness in Nepal's universities. Ultimately, it facilitated a better learning process for those who absorb information via kinesthetic means. Researcher want to use various teaching and learning strategies and methods based on the learners preferred learning styles to guarantee that all students have an equal chance to grasp the subject matter and participate actively in the lesson. This will allow us to ensure that all students have an equal opportunity to acquire the material. Most importantly, we tried to create an engaging and creative learning environment that caters to how children absorb information.

Not only researcher sees a rise in the number of students actively participating in the class because of this, but also found that many of the students had original ideas that compelled learn new management strategies, such as how political events affect cultural activities. Some of the most significant internal factors that impact a student's learning performance include age, gender, heredity, cognitive capacity, and the unique learning settings in which they are immersed. Peer pressure on students and the teacher-student ratio in a learning session are two external factors that may impact students' academic performance (Singh et al., 2016). Luitel (2022) analyzes classroom assessment practices at Tribhuvan University and stresses that "assessment of learning" dominates, often marginalizing "assessment for learning" and "assessment as learning" approaches that are more useful for fostering critical thinking. Other factors that can have an impact include the teaching method and style that the instructor employs and the instructors' credentials.

The Behaviorist Approach is one of the concepts initially put out by eminent American psychologist (Watson & Rayner, 1920). This theory focuses primarily on conditioning via imitation (Watson & Rayner, 1920). This approach has repeatedly been shown to be quite beneficial in the classroom. We often remember how common it is for individuals to associate familiar sounds and phrases with experiences and objects during classroom discussions. We are also aware that individuals typically associate certain events,

objects, and symbols with the feelings and emotions they regularly feel. According to this theory, humans have consistently tried to create an environment where conditioning by imitation would occur, but this is only possible with the help of technology.

Acharya (2023) identifies systemic root problems in Nepalese higher education (quality assurance, academic relevance, knowledge capital) and suggests reforms relevant to improving learning effectiveness. Teachers find communicating information to children when engaged in the subject matter is more straightforward (Bruner, 1957). Theory of development is another theory that functions well in a teaching-learning setting. This theory was advanced in 1957 by noted cognitive psychologist Jerome Bruner, who believed that a school's curriculum should focus on fostering students' intellectual development. According to Bruner, generic systems of codification allow one to transcend the data to new and presumably fruitful predictions. Additionally, it was hypothesized that when a learner's cognitive development is encouraged, it manifests itself as a rise in their ability for critical thinking.

## **Conclusion**

This critical review of teaching and learning practices in higher education demonstrates that effective classroom management and instructional delivery are deeply interconnected. Through reflection and observation, it becomes evident that educators can guide and regulate student behavior by employing a wide range of strategies, including questioning, role-playing, collaborative tasks, assessments, movement-based activities, and the use of audio-visual aids. These approaches not only foster engagement but also create a dynamic learning environment where students feel motivated to participate.

For such strategies to be successful, educators must possess a nuanced understanding of classroom dynamics and the diverse needs of their students. Lesson planning should therefore be inclusive, designed to accommodate varying learning styles visual, auditory, read/write, and kinesthetic rather than privileging a single group. Recognizing obstacles to learning at the earliest stage is crucial, as challenges such as language barriers, low self-esteem, or feelings of exclusion can manifest as behavioral issues. Instead of relying on

punitive measures, teachers should adopt empathetic responses that address the root causes of misbehavior. Constructive criticism, when delivered thoughtfully, can significantly enhance students' confidence and self-worth, thereby improving their overall academic performance.

Furthermore, the integration of inclusive pedagogical practices, such as experiential and blended learning, ensures that students are not only active participants but also co-creators of knowledge. Evaluations play a vital role in this process, enabling educators to measure whether their teaching outcomes align with both institutional expectations and student aspirations. Effective communication, adherence to classroom norms, adaptability, and innovation are essential qualities that empower educators to maintain control while fostering a supportive and stimulating environment.

Ultimately, the effectiveness of teaching in higher education lies in the educator's ability to balance discipline with empathy, structure with flexibility, and innovation with tradition. By embracing diverse strategies and prioritizing inclusion, educators can cultivate classrooms that are not only well-managed but also transformative spaces where students thrive academically, socially, and personally.

## **References**

- Acharya, B., Sigdel, S., & Poudel, O. (2024). Analysis of effectiveness of collaborative pedagogy practices. *Journal of Multidisciplinary Research, 1*(4), 172–180. <https://doi.org/10.3126/nprcjmr.v1i4.70965>
- Acharya, Y. (2023). Higher education in Nepal: Root problems and solutions. *Bikasko Nimti Shiksha, 25*(1), 202–219. <https://doi.org/10.3126/bns.v45i25.59981>
- Alfayad, Z., & Arif, L. S. M. (2017). Employee voice and job satisfaction: An application of Herzberg two-factor theory. *International Review of Management and Marketing, 7*(1), 150–156.
- Alfieri, L., Brooks, P. J., Aldrich, N. J., & Tenenbaum, H. R. (2011). Does discovery-based instruction enhance learning? *Journal of Educational Psychology, 103*(1), 1–18.

- Anthony, B. (2022). An exploratory study on academic staff perception towards blended learning in higher education. *Education and Information Technologies*, 27(3), 3107–3133.
- Arthurs, J. B. (2007). A juggling act in the classroom: Managing different learning styles. *Teaching and Learning in Nursing*, 2(1), 2–7.
- Bakhsh, K., Hafeez, M., Shahzad, S., Naureen, B., & Farid, M. F. (2022). Effectiveness of digital game-based learning strategy in higher educational perspectives. *Journal of Education and e-Learning Research*, 9(4), 258–268.
- Becker, A. H., Davis, S. F., Neal, L., & Grover, C. A. (1990). Student expectations of course and instructor. *Teaching of Psychology*, 17(3), 159–162.
- Bruner, J. S. (1957). Going beyond the information given. *Contemporary Approaches to Cognition*, 1(1), 119–160.
- Chen, S.-L., Liang, T., Lee, M.-L., & Liao, I.-C. (2011). Effects of concept map teaching on students' critical thinking and approach to learning and studying. *Journal of Nursing Education*, 50(8), 466–469.
- Fleming, N. D. (2001). *Teaching and Learning Styles: VARK Strategies*. Christchurch, New Zealand: Neil Fleming. ISBN: 9780473089757.
- Garver, R., & Noguera, P. (2012). For safety's sake: A case study of school security efforts and their impact on education reform. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 3(2), Article 5.
- GC, K. B. (2024). Effectiveness of semester system in higher education. *Bikasko Nimiti Shiksha*, 27(1), 35–48. <https://doi.org/10.3126/bns.v27i1.66422>
- Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education*, 2(1), 104–113.
- Gray, C., & MacBlain, S. (2015). *Learning theories in childhood*. Sage.
- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.

- Hafeez, M., & Akhter, Y. (2021). Effects of blended learning in comparison of traditional learning to provide safer learning environment, A comparative review. *International Journal of Educational Research & Social Sciences*, 2(6), 1604–1615.
- Johnston, H. (2012). *The spiral curriculum: Research into Practice*. Education Partnerships, Inc.
- Leopold, L. (2012). Prewriting tasks for auditory, visual, and kinesthetic learners. *TESL Canada Journal*, 29(2), 96–108.
- Luitel, S. (2022). Classroom assessment practice of higher education: A case of Tribhuvan University. *Interdisciplinary Research in Education*, 7(1), 49–58. <https://doi.org/10.3126/ire.v7i1.47497>
- Manandhar, J. B. (2024). Dimensions of effective teaching. *Chaitanya Research Journal*, 3(1), 11–32. <https://doi.org/10.3126/crj.v3i1.76505>
- McLeod, S. (2008). Bruner's Three Modes of Representation. *Simply Psychology*. <https://www.simplypsychology.org/bruner.html>
- Michael, J. A., & Modell, H. I. (2003). *Learning in college and secondary science classrooms*. Lawrence Erlbaum Associates.
- Mitra, D. L. (2008). Amplifying student voice. *Educational Leadership*, 66(3), 20–25.
- Parajuli, M., & Thapa, A. (2023). Students' perception of the effectiveness of e-learning environment on higher education in Nepal. *Journal of Development and Social Engineering*, 9(1), 13–24. <https://doi.org/10.3126/jdse.v9i01.70554>
- Pokharel, S. (2024). The state of technology usage in higher education teaching. *Shiksha Shastra Saurabh*, 24(1), 179–188. <https://doi.org/10.3126/sss.v24i1.75388>
- Saira, Ajmal, F., & Hafeez, M. (2020). Assessment of student's academic achievement by flipped classroom model and traditional lecture method. *Global Educational Studies Review*, 5(4), 10–19.
- Sequeira, A. H. (2012). Introduction to concepts of teaching and learning. *Social Sciences Education E-Journal*.
- Sharma, B. (2025). Special educational strategies and models applicable in higher education in Nepal. *Journal of Tikapur Multiple Campus*, 8(8), 250–270. <https://doi.org/10.3126/jotmc.v8i8.75985>

- Singh, S. P., Malik, S., & Singh, P. (2016). Factors affecting academic performance of students. *Indian Journal of Research*, 5(4), 176–178.
- Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. *Journal of Experimental Psychology*, 3(1), 1–14.
- Wheeler, L. A., & Collins, S. K. R. (2003). The influence of concept mapping on critical thinking in baccalaureate nursing students. *Journal of Professional Nursing*, 19(6), 339–346.