

**Effectiveness of the FDP session on “Impact Assessment of Teaching Tools”**

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**Abstract**

**Problem-** Without finding the effectiveness of any lecture continuous improvement can't be achieved as feedback is the basis for continuous improvement and both are essential elements of Total Quality Management.

**Purpose-** The paper aims to find out the effectiveness of the session, to find out whether Maslow's Hierarchy of needs influences customer needs & choices, and whether customer needs vary with the financial status of students. Other than these the paper also aims to find the varied understanding of the participants about the quality of an educational institute, to find out whether the session was able to instill confidence in participants for application of session learnings at work and to find out the opinion of participants about whether taking care of psychological and general principles of teaching during the lecture can improve the effectiveness of the lecture or not.

**Methodology:** The research design was Exploratory during the Literature review and was Descriptive where a survey having 0.796 internal reliability is used to find the opinion of participants. The research being Explanatory states the reasons for shortfalls in the effectiveness and being Descriptive describes the understanding of participants about the quality of an educational institute.

**Findings:** The study was found 78% effective based on all three approaches (John Cowan, Quality Management, and EFQM Approach). Considering general and psychological principles of teaching while designing lectures can improve the effectiveness of the lectures according to 78% of participants. Maslow's hierarchy of needs has an impact on student needs according to (>32 to <65%) participants. It is important to consider the financial status of students while mapping their physiological needs according to (>32% to <65%) participants as needs vary concerning financial status.

**Practical Implications-** When Quality by design is ensured the outcomes are pleasing as the lecture was found effective from the perspective of all three approaches. The needs concerning infrastructure like classrooms, hostel rooms, etc will vary with the financial background of students as students having very good finances are habitual of living luxurious lives.

**Originality/Value:** The research is unique in highlighting the importance of general and psychological principles of teaching in improving lecture effectiveness. The achievement of quality by design by designing the lecture using the inputs of the Director of the college in designing the lecture led to the success in achieving effectiveness.

**Keywords:** Effectiveness, Maslow's Hierarchy of needs, Company performance related pay, General principles of teaching, psychological principles of teaching

## Introduction

With the emergence of the education sector and the focus on quality, the role of faculties is also changing. The changing roles demand newer skills in faculties and hence, institutes are focusing on bridging the skill gap by reinforcing concepts through faculty development programs. One such program was conducted at Kanoria PG Mahila Mahavidyalaya which included 7 different sessions on seven days. This research paper is about the impact of the training given during one of the sessions which was on Impact Assessment of Teaching Tools. Over the years the guidelines governing educational institutes have changed and so is the role of faculties.

## Literature Review

The changing roles of faculties are discussed in various research papers reviewed during this research. 10 articles were reviewed where suggestions were given for faculty development because of the dynamic role of faculties, and the shortage of faculties. The increasing workload of faculties was talked about as it restricted them from investing time in improving the teaching-learning process. The most relevant excerpts in this context are highlighted below-

(Abdallah & Scarlat, 2018) introduced a Universal Talent Score model to assess the competence and value-creating capacity of teachers in higher education. The components of UTS include "Performance", "Potential", "Personality" and "Qualifications" where each category has two options high or low. So, in total, there can be 16 combinations or talent categories.

(Dharane & Malge, 2014) also emphasized that a higher qualified staff is required for quality enhancement and uniformity in education.

(Kumar & Annamalai, 2011) emphasized that the role of faculties now involves curriculum development, instruction material development, research and development, extension services, and activities of students. The authors also highlighted that faculty selection should be after assessment of generic skills like communication, analytical skills, love for the profession, presentation skills, ability to interact with students, ability to control the class, integrity, and emotional balance. Also, staff and career development programmes should be there, which should include 1. Induction training which covers fundamentals of teaching, learning, and evaluation 2. Training on instructional design and delivery 3. Training for research and development work 4. Training in management and administration. The authors also advocated the promotion of research and development activities for additional income and a systematic performance appraisal system for faculties.

(Hussain & Yadav, 2018) demanded that adequate training should be imparted to all academicians and non-academic staff.

(Shroff, 2016) stated that periodical training should be conducted for academicians and administrative staff to make them aware of new teaching pedagogy and technology.

(Deshpande, 2018) has stated that getting quality teachers is a challenge in the present Indian educational system.

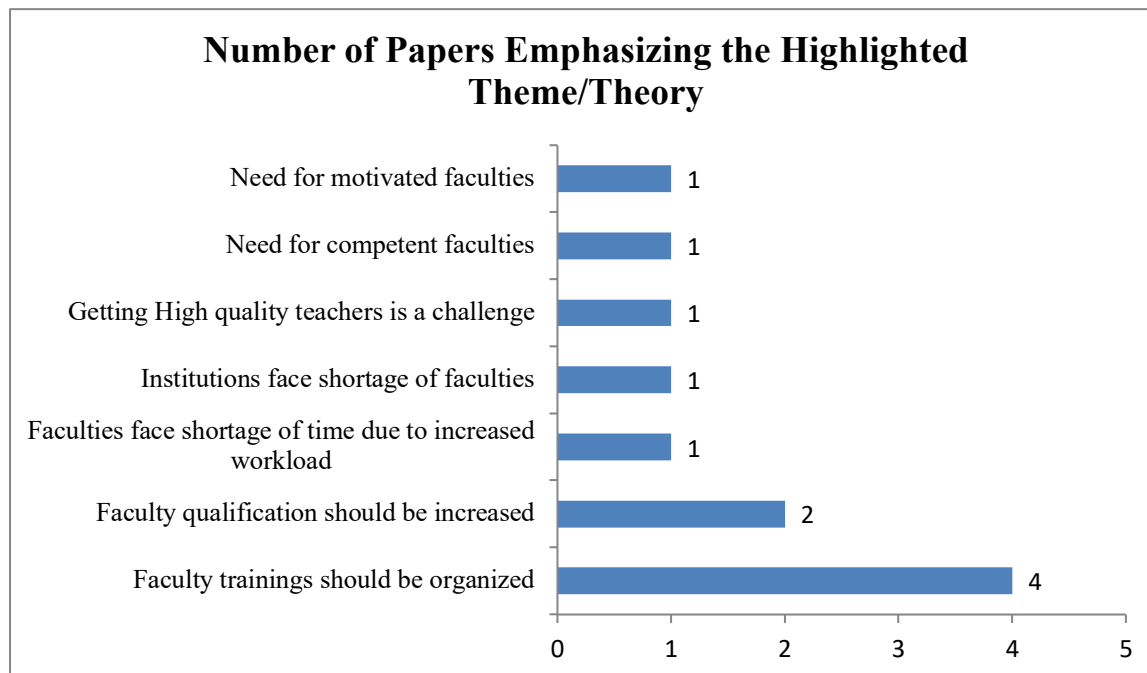
(Singh & Pal, 2017) highlighted the shortage of faculties in central universities, IIMs, and NITs.

(Surenderkumar & Priya, 2017) emphasized that teachers can improve the learning and educational updating and learning technology is easy for them, but they do not get much time for self-improvement as clerical work has increased.

(Vinothkumar, 2018) stated that Indian institutions are lagging in research and quality instruction provision because there is a lack of highly qualified faculties and the quality of the teaching and learning process is deteriorating.

(Ministry of Human Resource Development, 2020) shows that the National Education Policy recommends the need for competent and motivated faculties and mandatory training programs

in teaching and communication skills and the use of Information, Communication, and Technology.



**Figure 1 Theoretical Framework or number of papers emphasizing the highlighted theme/theory**

All above excerpts highlighted that there is a need to develop faculties because of their changing roles and the concepts emphasized in the theoretical framework shown in Figure 1. Four out of the ten research papers advocated that training should be given to faculties so that they do not face difficulties in their work. Two research papers highlighted that higher qualified staff is required in teaching but there was no elaboration on what were the deficiencies in the qualification of faculties. The need for competent and motivated faculties was also highlighted in one research paper each. One research paper discussed that faculties do not get much time for self-improvement as the workload has increased. Shortage of faculties and getting quality teachers both were discussed in one research paper. The conceptual framework based on the literature review is shown in Figure 2 below which clearly states that faculties need to devote time in various activities and one such task is training. So, to equip faculties with desired skills various trainings & faculty development programs are organized at different institutions. One such program was organized at Kanoria PG Mahila Mahavidyalaya in July 2023.

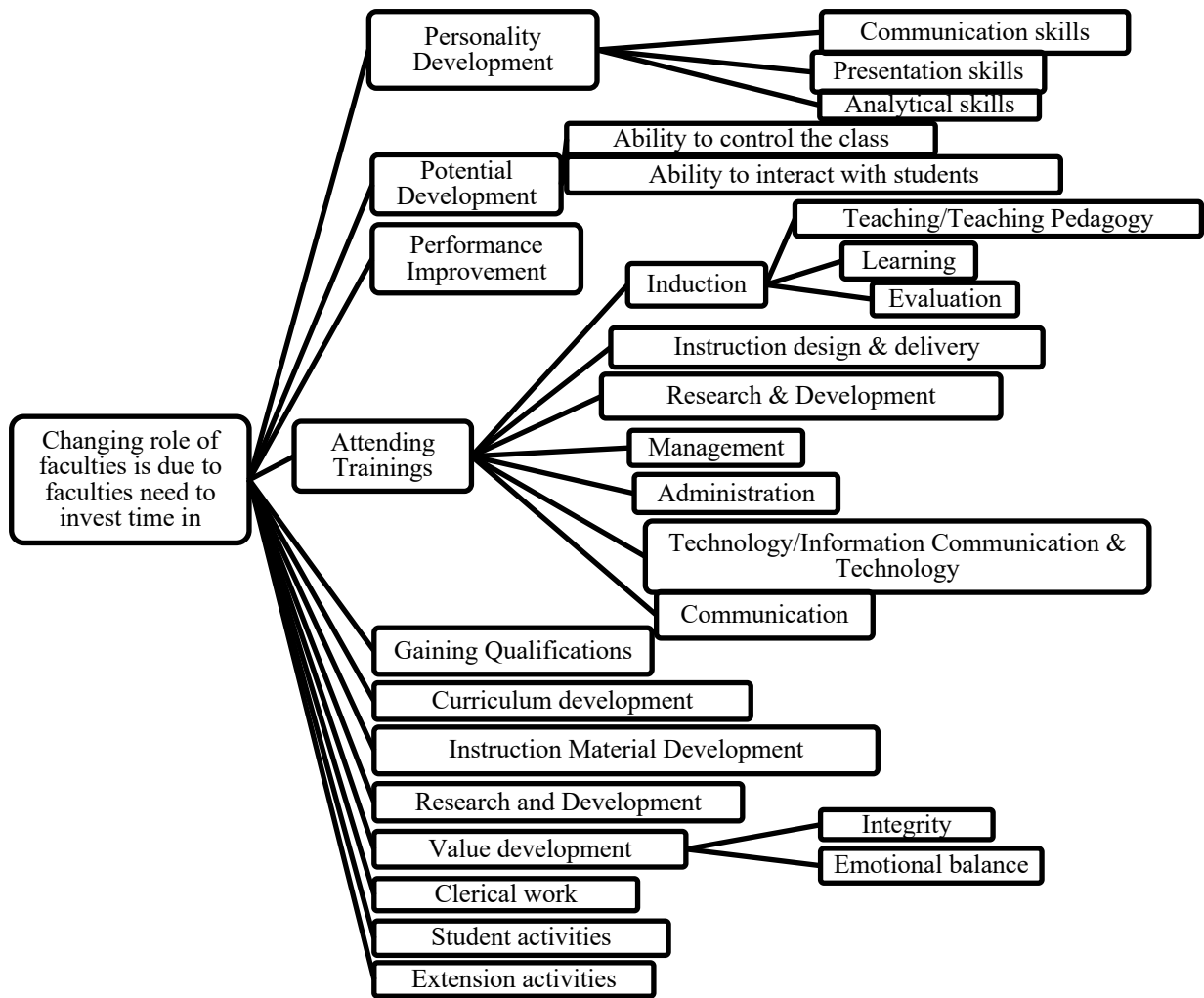


Figure 2 Conceptual Framework based on Theoretical Framework

**Designing of the Lecture**

The lecture was designed according to the requirements stated by the Director of the institute and hence, the first step towards achieving Quality by Design was accomplished. The major emphasis was given to ensuring that faculties understand what quality is, and the difference between efficiency and effectiveness parameters. The session also discussed premises from previous studies related to the accomplishment of teaching effectiveness and why is accreditation mandatory in educational institutes as per (Commission, 19-25 January 2013) act the importance of psychological and general principles of teaching. The Director of the institute wanted that the faculties of the institute should be made aware of what shall be incorporated in their lectures to ensure effectiveness and how they can measure the effectiveness. The model developed during the research (Chaturvedi, 2023) under the guidance of Dr. Mahima Rai was also shared with the faculties. The Figure 3 below is the flowchart for designing the lecture.

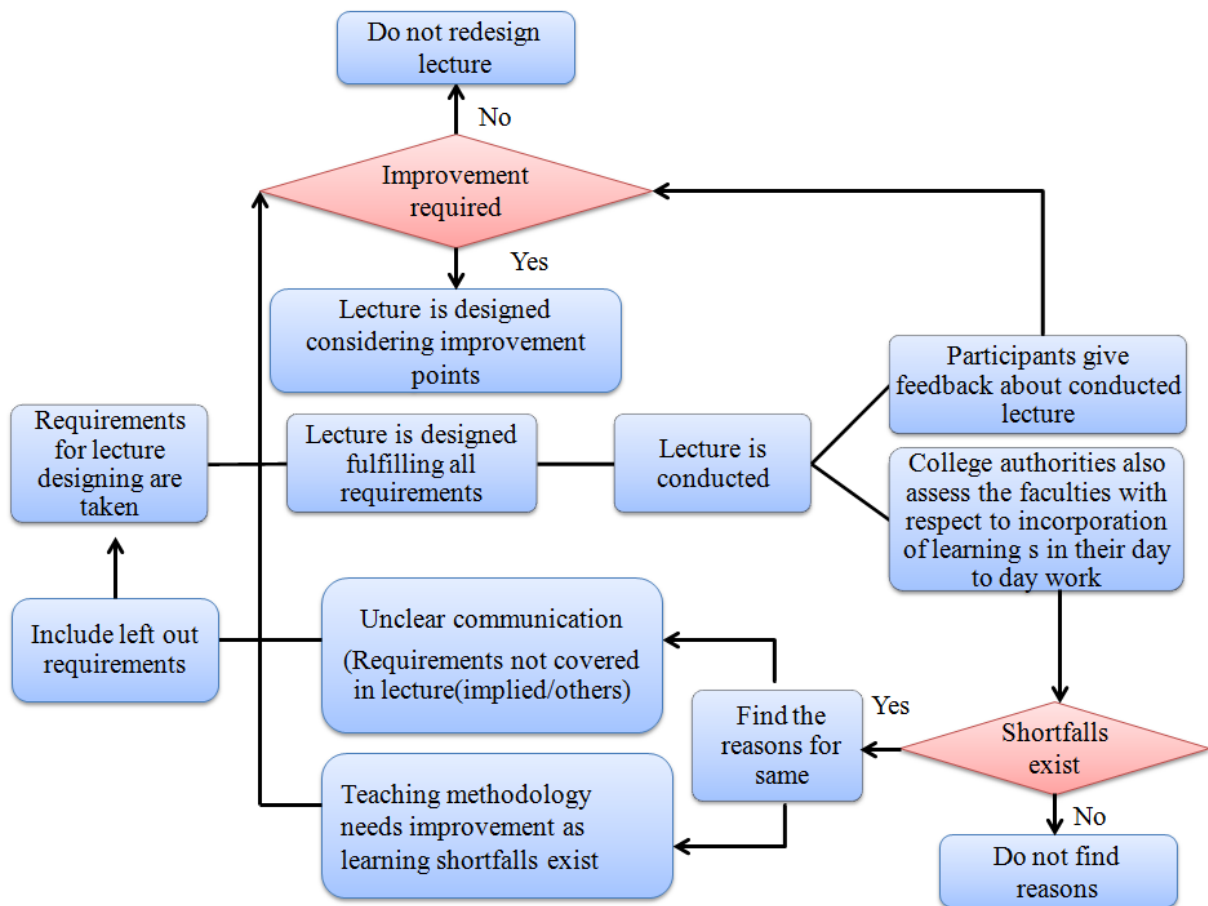


Figure 3 Flow chart showing steps required for designing the lecture

### Research Questions

1. What was the effectiveness of the session conducted as a part of FDP at Kanoria PG Mahila Mahavidyalaya?
2. Are customer needs influenced by Maslow's Hierarchy of needs? Do customer needs vary with the need fulfillment status which in turn is dependent on the financial status?
3. Was the case study on the importance of explicit communication and company performance-related pay effective?
4. Do participants agree with the premise that emphasizing general and psychological principles of teaching while designing and delivering lectures improves the effectiveness of lectures?
5. Were the participants confident of being able to apply the learnings during work after the session?
6. What did the faculties understand by the term "Quality of an educational institute"?

## Objectives

The following objectives were formulated during this research work-

1. To find out the effectiveness of the FDP session conducted on “Impact Assessment of Teaching Tools.”
2. To find out whether customer needs are influenced by Maslow’s hierarchy of needs, their need fulfillment, and the financial status of customers.
3. To find the effectiveness of understanding of the case study on communication and company performance-related pay.
4. To find out the participant's agreement level on the premise that emphasizing on general and psychological principles of teaching while designing and delivering lectures improves the effectiveness of lectures.
5. To find out whether the session was able to instill confidence in the faculties about the fact that they will be able to apply the learnings at work.
6. To find out the understanding of the term “Quality of an educational institute” among faculties.

## Formulated Hypotheses

Table 1 Formulated Hypotheses

S.No.	Hypothesis	Test to be applied	Conditions to be fulfilled for applying the test

1	<p>H<sub>01.1</sub>=It is believed that 65 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p= 0.65)</p> <p>H<sub>01.1a</sub>= It is believed that less than 65 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p &lt; 0.65)</p>	Z test for proportion	np≥5,nq≥5
2	<p>H<sub>01.2</sub>=It is believed that 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p= 0.32)</p> <p>H<sub>01.2a</sub>= It is believed that greater than 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p &gt;0.32)</p>	Z test for proportion	np≥5,nq≥5
3	<p>H<sub>02.1</sub>=It is believed that 65 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.</p> <p>H<sub>02.1a</sub>= It is believed that less than 65 % of the participants felt that the physiological customer(student) vary with the financial status of the students. .(p &lt; 0.65)</p>	Z test for proportion	np≥5,nq≥5
4	<p>H<sub>02.2</sub>=It is believed that 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.</p> <p>H<sub>02.2a</sub>= It is believed that greater than 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students. .(p &gt;0.32)</p>	Z test for proportion	np≥5,nq≥5
5	<p>H<sub>03.1</sub>=It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.(p= 0.78)</p> <p>H<sub>03.1a</sub>= It is believed that greater than 78 % of the participants understood the case study thoroughly with all the answers correct with respect to success of beehive 2.(p&gt; 0.78)</p>	Z test for proportion	np≥5,nq≥5
6	<p>H<sub>03.2</sub>=It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2 and failure of beehive 1.(p= 0.78)</p>	Z test for proportion	np≥5,nq≥5



	$H_{03.2a}$ = It is believed that greater than 78 % of the participants understood the case study thoroughly with all answers correct with respect to failure of beehive 1.( $p > 0.78$ )		
7	$H_{03.3}$ = It is believed that the expectations of 78 % of the participants were met in understanding the case study through the presentation slides.( $p = 0.78$ ) $H_{03.3}$ = It is believed that the expectations of greater than 78 % of the participants were met in understanding the case study through the presentation slides.( $p > 0.78$ )	Z test for proportion	$np \geq 5, nq \geq 5$
8	$H_{04}$ = It is believed that 78 % of the participants felt that emphasizing on psychological and general principles of teaching while designing and delivery of can improve the lecture effectiveness.( $p = 0.78$ ) $H_{04a}$ = It is believed that greater than 78 % of the participants feel that emphasizing on psychological and general principles of teaching while designing and delivery of lecture can improve the lecture effectiveness.( $p > 0.78$ ).	Z test for proportion	$np \geq 5, nq \geq 5$
9	$H_{05}$ = It is believed that the session was able to instill confidence in 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught. $H_{05a}$ = It is believed that the session was able to instill confidence in more than 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught.	Z test for proportion	$np \geq 5, nq \geq 5$
10	$H_{06}$ = It is believed that the teaching components (input, output) were effective in the eyes of at least 78% of the participants. $H_{06a}$ = It is believed that the teaching components (input, output) were effective in the eyes of greater than 78% of the participants.	Z test for proportion	$np \geq 5, nq \geq 5$

## Research Methodology

The research design was Exploratory during the literature review when literature was reviewed to search content where changing roles of faculties were mentioned to establish the premise that faculty development is highly relevant in today's world and is a need of the hour. The research design was Descriptive when the questionnaire was designed to find the answers to the research questions.

**The research instrument** was a questionnaire.

**Tools used** were Jamai software, Microsoft Excel Megastat Data Analysis Toolpak, and Mentee.com.

**Reliability**-The internal reliability was computed using Jamovi software. The Cronbach alpha value was 0.796.

**Sampling**-Three samples were picked, and the sample size and sampling frame are discussed below. The first sample was of the research papers reviewed, the Second was the session selected of the many sessions in the FDP to measure the effectiveness and the Third sample was of the respondents who participated in the survey.

1. The sampling size was 10, according to the research papers. Non-random sampling was used as research papers were selected where the changing role of faculty members in Higher Education was highlighted. **Convenience sampling** was used for choosing the research papers and the easily available papers from peer-reviewed journals were picked.

2. The survey was shared with all the 75 faculties of Kanoria PG Mahila Mahavidyalaya participating in the session but only 23 filled the survey willingly and were self-selected respondents. Department-wise segregation of all 75 was not known so Quota sampling was not possible. The sample demographics are shown below. The sample represented 30% of the population and respondents were from 11 different departments.

**Sample Demographics**-The percentage distribution of the faculties participating in the survey is shown in Figure 4 level wise and Figure 5 department wise. The majority of participating faculties were Assistant Professors.

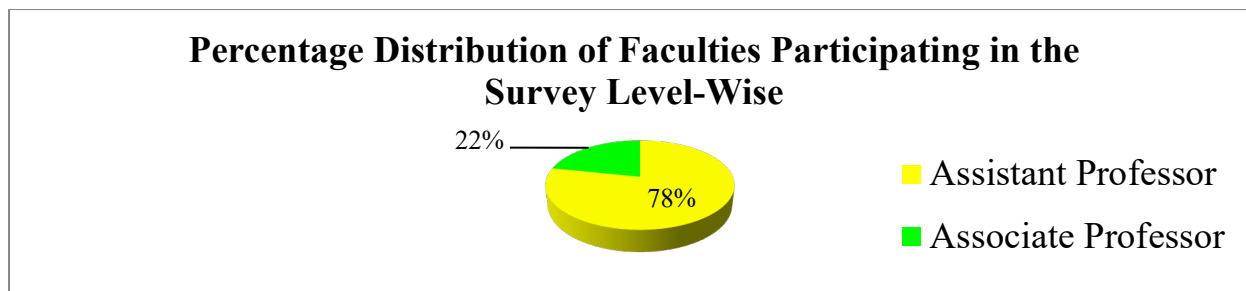


Figure 4 Percentage Distribution of the Faculties Participating in the Survey Level-Wise

The department-wise segregation shows that a maximum of 26 % of faculties were from Chemistry and 13% were from Botany. Only 4% of faculties were from the Department of Political Science, Psychology, Maths and Statistics, and Economic Administration and Financial Management. The remaining 45% of faculties participating in the survey were equally distributed among the Department of Physics, Home Science, Geography, Zoology, and English. Overall 11 departments participated in the survey.

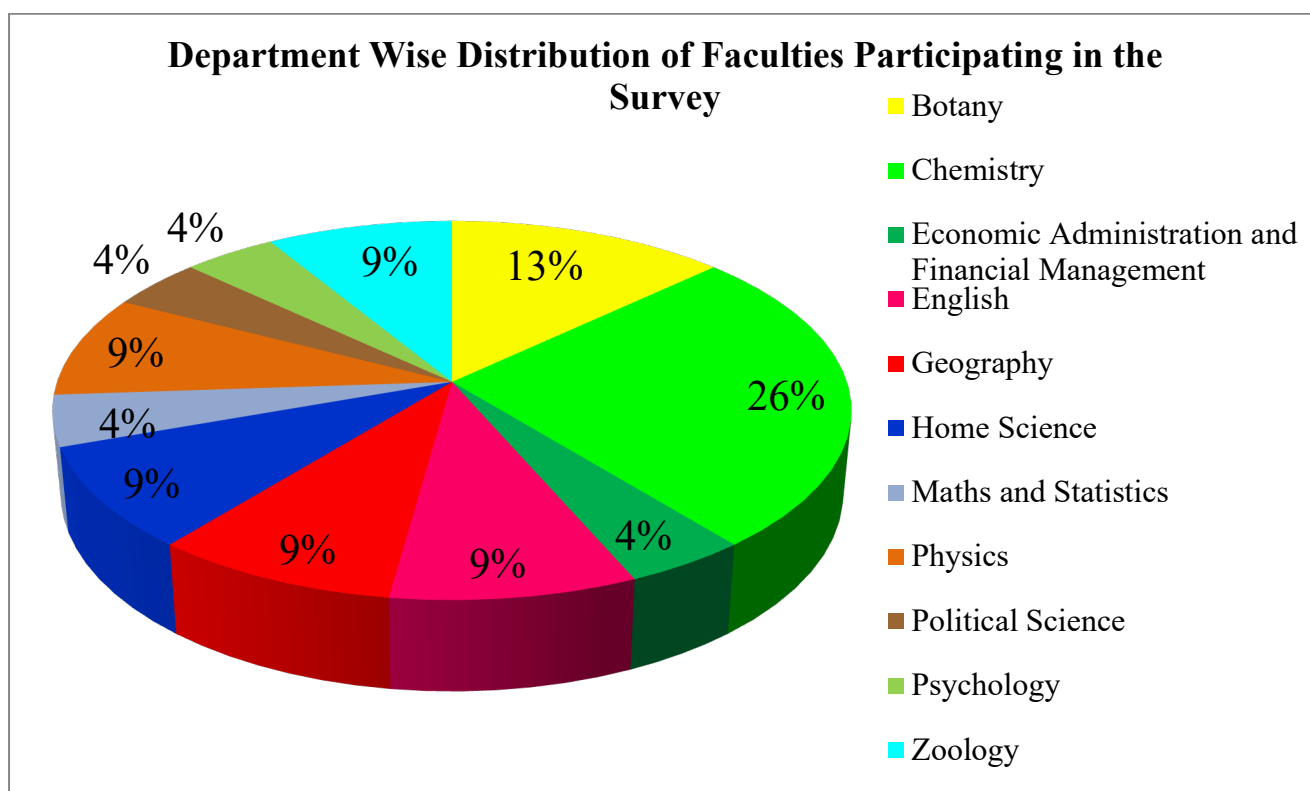


Figure 5 Department-Wise Distribution of the Faculties Participating in the Survey

3. There were seven sessions conducted during the FDP and the session on “Impact Assessment of Teaching Tools” was selected to measure the effectiveness of being the resource person in this session it was convenient for the author to select this session. This selection represented Judgement sampling as the resource person was fully empowered to collect data.

## Data Analysis and Findings

1. On asking the participants what is their understanding of the quality of an educational institute the understanding varied and was found as is shown in the word cloud below. All words were of the same height and length which shows that there was no preferred answer to this question.



**Figure 6 Responses of survey respondents to the question "What do you understand by the quality of an educational institute?"**

2. Competitive advantage means delivering the same services at a better price to the customers which strengthens the position of the organization in the market. The reasons behind the success of Beehive 2 in the opinion of the faculties are shown below in Figure 7. Slight variation in the opinion was observed about the overall performance-related pay, improved performance, fair appraisal and teamwork, and handholding of poor performers being the reasons for the success of the beehive. At least 78.26% agreed that all these mentioned reasons were the success of Beehive 2. Organizational goal and strategy fit, ensuring legal compliance, and satisfied employees were unanimously chosen as the reasons for the success of Beehive 2. Similarly, the reasons for the failure of Beehive 1 are shown in the Figure 8.

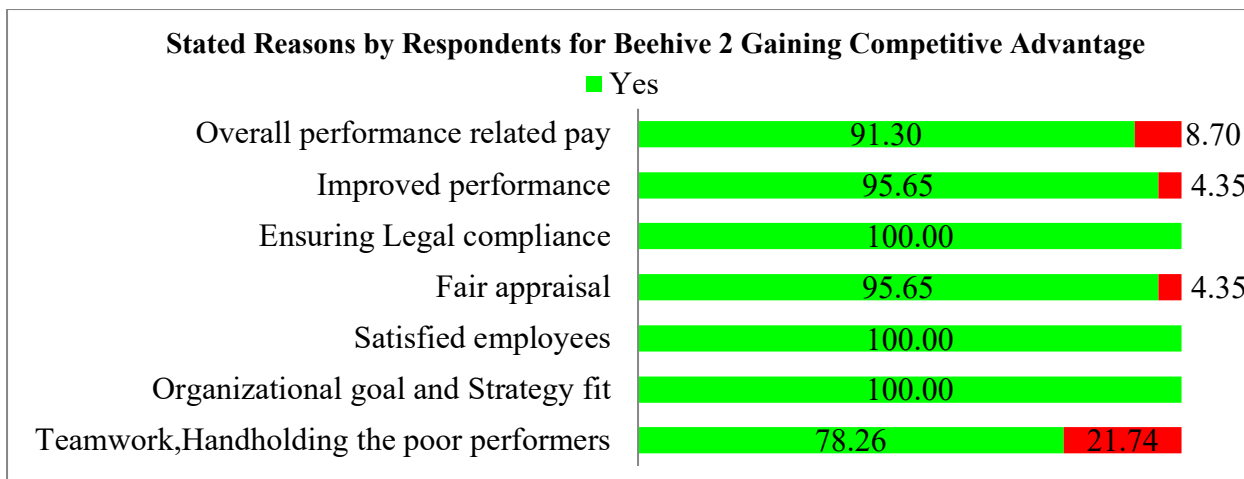


Figure 7 Stated reasons by respondents for Beehive 2 gaining a competitive advantage

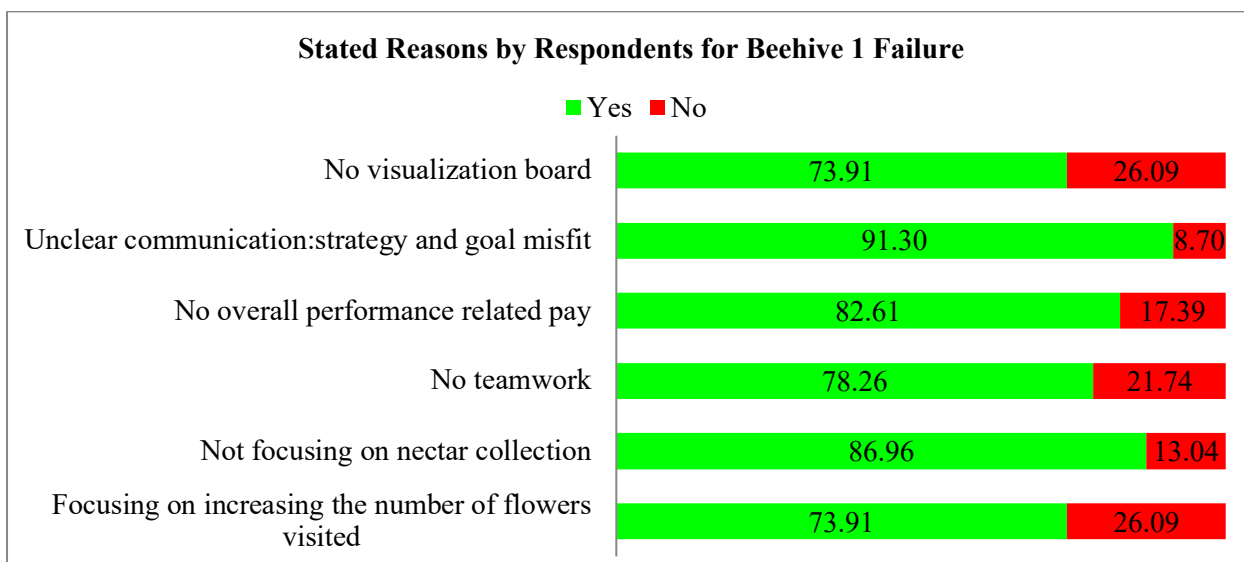
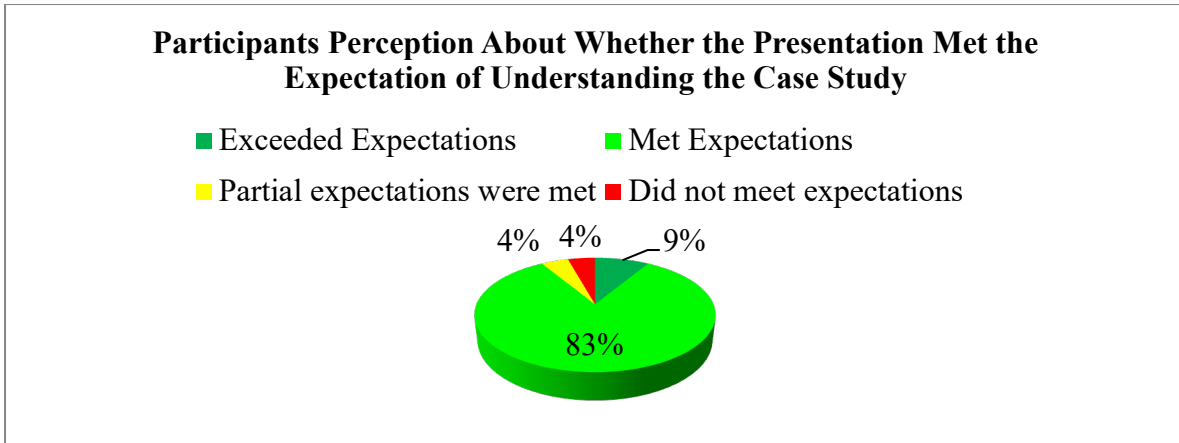


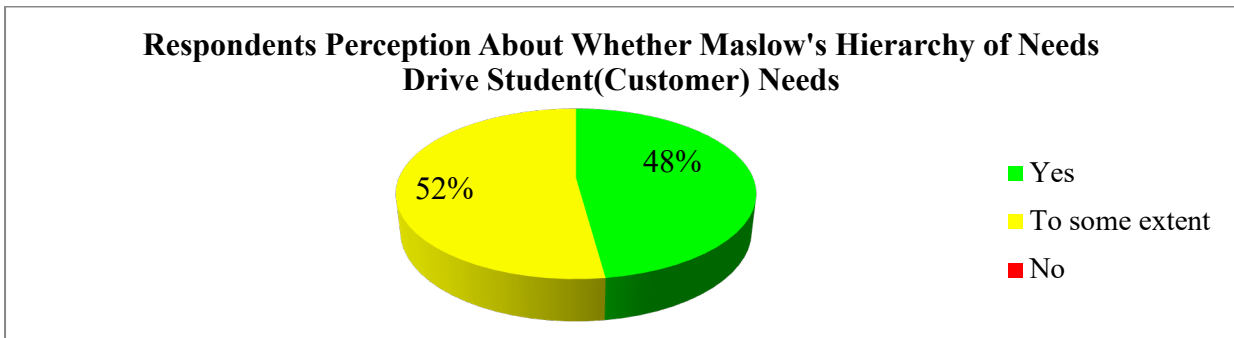
Figure 8 Stated reasons by respondents for Beehive 1 failure

3. 92% of the participants felt that the presentation met the expectation of understanding the case study as shown in Figure 9.

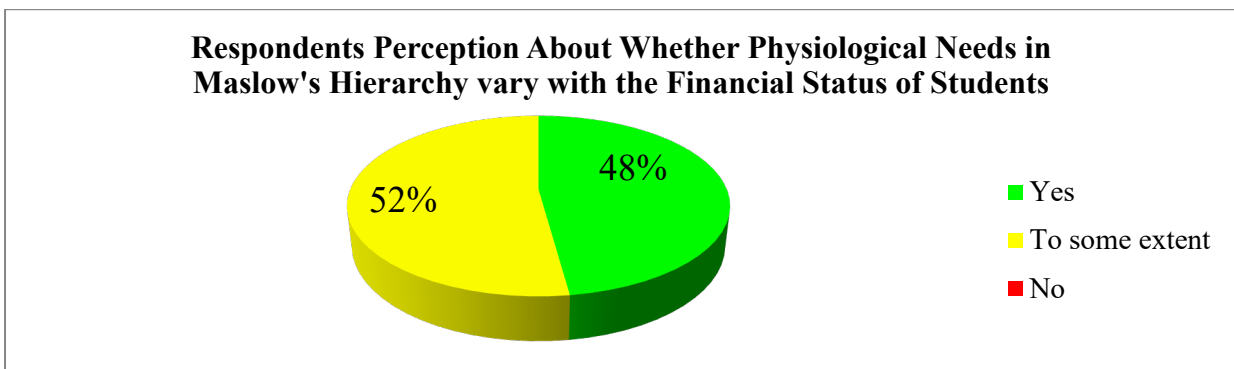


**Figure 9 Participants' Perception About Whether the Presentation Met the Expectations of Understanding the Case Study**

4. 48% of the respondents believed that Maslow’s Hierarchy drives student needs and 52% believed that it does so to some extent as shown in Figure 10. Another finding was that the physiological needs in Maslow’s Hierarchy vary with the financial status of students as admitted by 48% of the faculties.52% of the respondents agreed partially that variation exists as shown in Figure 11.



**Figure 10 Respondents perception about whether Maslow’s Hierarchy of Needs Drive Student Needs**



**Figure 11 Respondents Perception About Whether Physiological Needs in Maslow's Hierarchy vary with the Financial Status of Students**

5. The Figure 12 shows that 65.22% of the respondents were able to understand the case study well through the presentation slides but the remaining felt that there were some shortfalls in understanding .21.74% of the respondents felt that the case study problem was not clear to them, 13.04% felt that instruction slides used were boring. Other reasons which were restraining the understanding were no practice exercises in the case study, the case study was not a realistic example, slides did not link to participants' past knowledge as stated by 8.70% of the respondents 4.35% of the respondents felt that the case study content did not correlate with other subjects and that did not allow them to reach the maximum level of understanding.

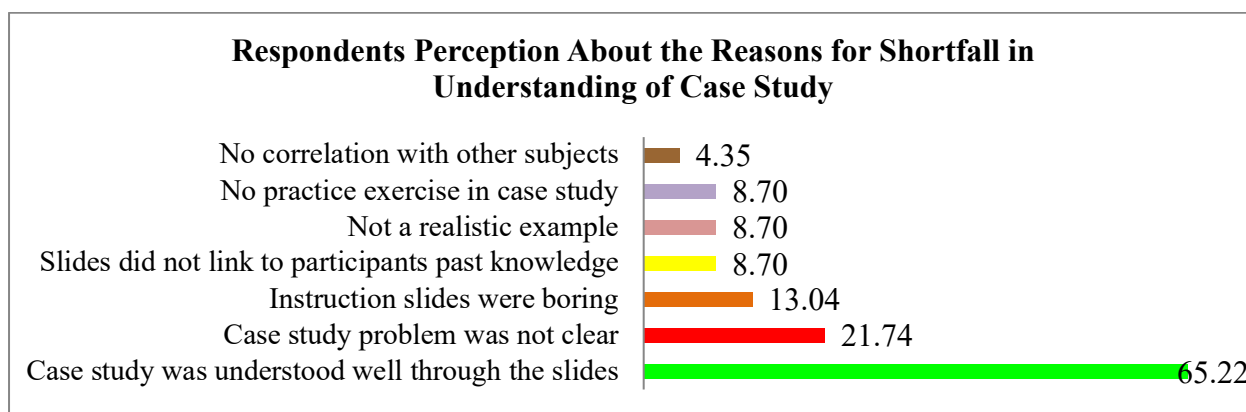


Figure 12 Respondents Perception About the Reasons for Shortfall in Understanding of Case Study

6. The percentage of respondents agreeing that the incorporation of General and Psychological principles of teaching can improve the effectiveness of their lecture was 83% and 17% denied the same.

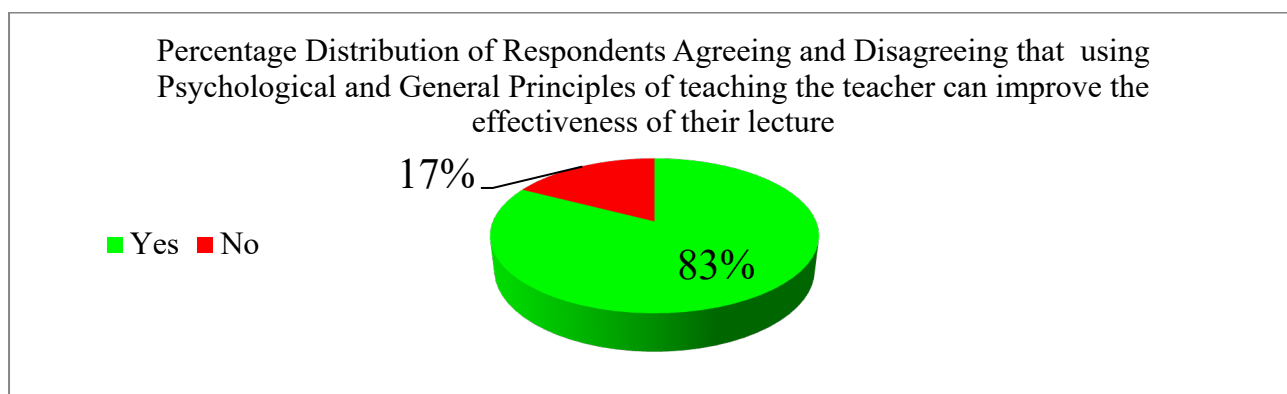


Figure 13 Percentage distribution of respondents agreeing and disagreeing that using Psychological and General principles of teaching the teacher can improve the effectiveness of their lecture

7. The session was able to instill confidence in 74% of the faculties that they will be able to improve their lecture effectiveness with the tools taught.

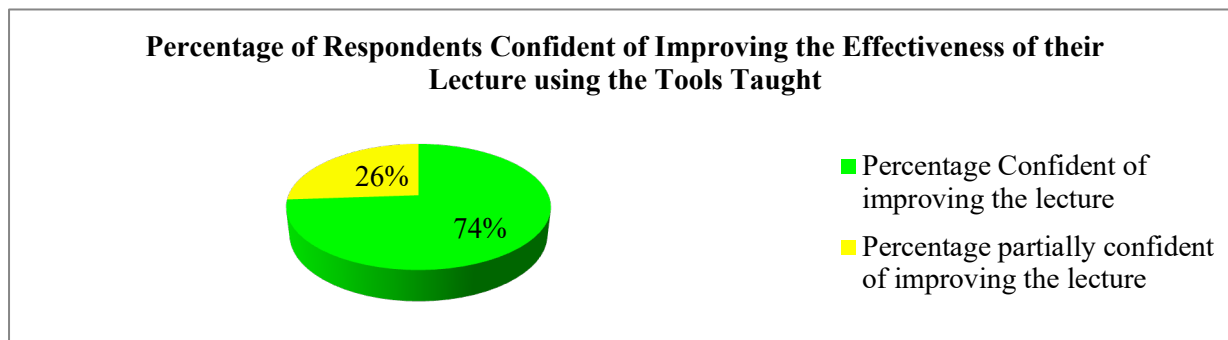


Figure 14 Percentage of respondents confident of improving their lecture effectiveness using the tools taught

8. All the input teaching components (Teacher, Teaching Methodology, Instruction Material, Classroom) were effective in the eyes of at least 82.61% of the respondents. The output component learning was also found effective by 82.61 % of the respondents.

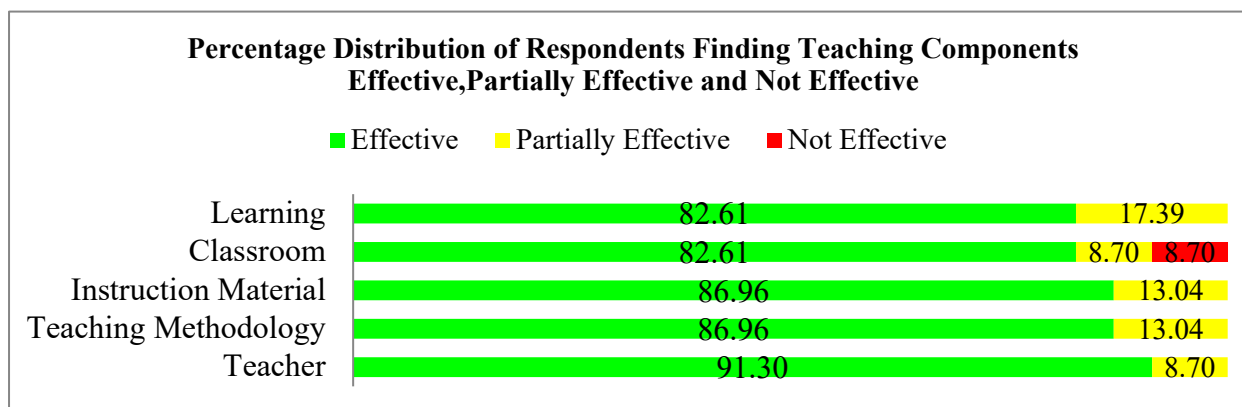


Figure 15 Percentage Distribution of Respondents Finding Teaching Components Effective, Partially Effective, and Not Effective

### Hypotheses Testing Results

Table 2 Hypothesis Testing Results

S.No.	Hypothesis	p-value, z value, Zcritical, level of significance	Null Hypothesis (Accepted/ Rejected)	Conclusion
1	H <sub>01.1</sub> =It is believed that 65 % of the participants felt that customer(student) needs are	Z value =-1.71, Z critical = -1.645 ,p-	Rejected	Less than 65% of the participants felt that customer(student) needs



	influenced by Maslow's Hierarchy of needs.(p= 0.65)	value=0.9450, 0.05		are influenced by Maslow's Hierarchy of needs.
2	H <sub>01.2</sub> =It is believed that 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs. (p= 0.32)	Z value=1.64,Z critical =1.645,p=0.05, 0.05	Rejected	Greater than 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.
3	H <sub>02.1</sub> =It is believed that 65 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.	Z value =-1.71, Z critical = - 1.645 ,p-value=0.9450, 0.05	Rejected	Less than 65% of the participants felt that physiological customer(student) needs vary with the financial status of the students.
4	H <sub>02.2</sub> =It is believed that 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.	Z value=1.64,Z critical =1.645,p=0.05, 0.05	Rejected	Greater than 32 % of the participants felt that physiological customer(student) needs vary with the financial status of the students.
5	H <sub>03.1</sub> = It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.(p= 0.78)	Z value = - 0.21, Z critical =1.645 p-value =0.5826, 0.05	Accepted	78% of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.
6	H <sub>03.2</sub> = It is believed that 78 % of the participants understood the case study thoroughly with all answers	Z value = - 0.46, Z critical =1.645,p-	Accepted	78% of the participants understood the case study thoroughly with all answers correct with

	correct with respect to failure of beehive 1.(p= 0.78)	value=0.6784, 0.05		respect to failure of beehive 1.
7	H <sub>03.3</sub> =It is believed that the expectations of 78 % of the participants were met in understanding the case study through the presentation slides.(p= 0.78)	Z value = 1.54, Z critical =1.645,p- value=0.0618, 0.05	Accepted	The expectations of 78 % of the participants were met in understanding the case study through the presentation slides.
8	H <sub>04</sub> =It is believed that 78 % of the participants felt that emphasizing on psychological and general principles of teaching during lecture design can improve their lecture effectiveness.(p=0.78)	Z value = 0.58, p-value =0.281, 0.05	Accepted	78% of the participants felt that emphasizing on psychological and general principles of teaching can improve their lecture effectiveness.
9	H <sub>06</sub> = It is believed that the session was able to instill confidence in 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught.	Z value = - 0.46, p-value =0.6784, 0.05	Accepted	74% of the participants felt that the session was able to instill confidence in them that they will be able to improve the effectiveness of their lectures using the tools taught.
10	H <sub>07</sub> = It is believed that the teaching components (input, output) were effective in the eyes of at least 78% of the participants.	Z value = 0.53, p-value =0.2972, 0.05	Accepted	At least 78% of the participants found that the teaching components were effective.

## Conclusions

1. The percentage of the participant population agreeing that customer needs are influenced by Maslow's Hierarchy of needs was >32% to <65%. Similarly, the percentage of the participant population agreeing that physiological needs vary with the financial status of students was also >32% to <65% as concluded from the hypotheses testing results shown in Table 2 . These limits are very close to one-third and two-thirds of the numbers. This indicates more than half the population believes that the hostels, classrooms, etc. should be designed to cater to the needs of students from poor to very high financial backgrounds. When principle of individual difference is important for designing the lecture delivery which means that it should serve the needs of the least trained/knowledgeable student to the maximum trained/knowledgeable student so this principle should also be kept in mind while designing the infrastructure. Fulfilling the needs of students having very good financial backgrounds is not easy as they are habitual in living luxurious lifestyles.

2. More than three-fourths of the participant population (78%) understood the case study on company performance-related pay and the importance of explicit communication thoroughly with all answers correct. So,78% of participants gained the maximum through the session.

3. More than three-fourths of the participant population (78%) felt that emphasising psychological and general principles of teaching while designing the lecture and during lecture delivery can improve their lecture effectiveness. So, teachers must design their lectures incorporating all principles of teaching.

4.74% of the participants felt that the session was able to instill confidence in them that they would be able to improve the effectiveness of their lectures using the tools taught. The session was successful in bringing a change in the mindset of more than 70% of the faculties and it was a symbol of a positive outcome in the form of participants positive frame of mind.

5. At least 78% of the participants felt that all the teaching components (input, output) were effective which means that inputs like a teacher, teaching methodology, instruction material, and classroom all were effective according to at least 78% participants and resulted in effective learning as output.

6. The understanding of the participants about the meaning of "quality of an institute" varied and their responses included both inputs as well as outputs of the teaching process as shown in Table 3.

Table 3 The meaning of "Quality of an institute" stated as inputs/outputs

Inputs	Outputs
Skilled teachers/teachers, low fees, congenial environment, infrastructure, following one's principle, Updated curriculum/curriculum	High research output, placement, excellence of the teachers, fulfilled student need, career advancement, career opportunity, critical development, employment, following one's principle, fulfilled employer need, student satisfaction, congenial environment

7. The effectiveness of the session was mapped using the model stated in the research (Chaturvedi, 2023) done under the guidance of Dr. Mahima Rai. According to this model, effectiveness was measured using 3 approaches -1. John Cowan's Approach 2. Quality Management Approach 3. European Federation of Quality Management Approach as shown in Figure 16.

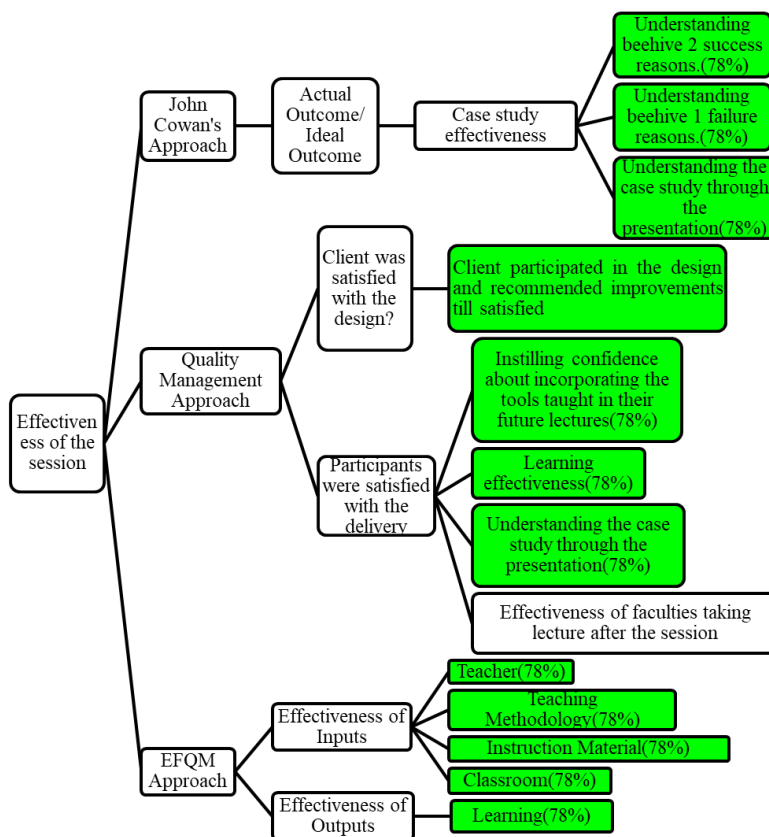


Figure 16 The effectiveness of the session based on the three approaches used in the model specified in (Chaturvedi, 2023)

Scope of Future Research

1. It will be interesting to find out how many institutions can fulfill the luxurious needs of students having very good financial backgrounds. Also, whether the fees of the students vary with their financial status in such institutes or not should be found out. Charging special fees from high-income families is also a way to bring equity as these fees can be used for uplifting the weaker sections and bringing them the things they can dream of achieving.
2. As shown in Figure 15 classroom was found ineffective by 8.70% of the respondents. The reasons for classroom ineffectiveness should be further explored.

### Acknowledgement

I want to thank the Director, Dr. Rashmi Chaturvedi, and the Principal, Dr. Seema of Kanoria PG Mahila Mahavidyalaya for showing confidence in me to be a resource person and take a session on “Impact Assessment of Teaching Tools”. Special thanks to the Director for helping in designing the session by giving her valuable time and sharing the requirements as she was well aware of the faculty's needs. I want to thank Dr. Richa Chaturvedi, Dr. Preeti Sharma, and Dr. Richa Chaturvedi of Kanoria PG Mahila Mahavidyalaya for helping me out in using the available infrastructure at the institute and making my lecture delivery comfortable. Without their amazing support, the session would not have been conducted smoothly. I want to thank my guide Dr. Mahima Rai as without her support I would not have been able to reach where I am today. I want to thank my mother Dr. Renu Chaturvedi for being the torchbearer in my life and showing me that there is always a way to come out of problems and my brother Dr. Abhinav Chaturvedi for motivating me. Last but not least I want to thank Dean-Management, Dr. Renu Pareek and the HOD-BBA, Dr. Ruchi Goyal, and HOD-MBA, Dr. Ritu Dixit for supporting me and showing interest in my development as a human being and faculty.

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