

Chapter 3

Flipping the Indian HEI Classroom Based on Technology

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ABSTRACT

Flipping the classroom serves as a foundation to foster self-learning in the student. This study aims to explore the benefits and challenges of implementing the flipped classroom method in Indian HEIs. Different HEIs in India reveal student comfort, expanded learning, further developed execution and criticism, customized consideration and upgraded cooperation, better survey, and ideal use of class time as the major benefits of this method. This method also faces certain challenges like shortfall of requirements, weakening of educator impact, food of model, and particular flipping. It can possibly adjust the conveyance and absorption of HEI instruction. Nonetheless, while examining a flip of the HEI classroom, there is a necessity to tread carefully. The obstructions in the method of the successful execution of this method should be battled before the method can convey the ideal outcomes.

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INTRODUCTION

Teaching and learning are always dependent upon each other. By studying the various literature available on teaching and learning, it shows that an elevated degree of relatedness between the style of the educator and the learning style of the students, which can increase overall learning. It can likewise assume a significant part in the improvement of higher-request thinking abilities among various students. Then again, an error between the instructor's guidance style and the learner's learning style can impede the growing experience and lead to lack of engagement with respect to the learner. It can adversely influence the learner's capacity to survey and deal with class directions. Considering this reason, and the way that the typical size of a HEI's in India ranges between 60 to 80 learners, it is very unlikely for an educator to change their training style to suit the singular learning styles of the learner. This might decrease the general viability of the educating educational experience in Higher Education Institutes and subsequently horribly impact learning results (Beder and Darkenwald, 1982; Charkins et al., 1985; Brookefield, 1984).

Specialists regarding the matter accept that under such conditions flipping the class might demonstrate a suitable choice. This understanding has driven a huge number and scientists to look at different features of this instructive methodology. Be that as it may, scanty scholarly writing on flipped classes in the Indian setting is accessible. Further, the surviving Indian writing that looks at this instructive methodology with explicit reference to HEIs is considerably sparser. This hole in existing writing gives defense to the ongoing review (Lage et al., 2000; Raina, 2015).

The ongoing review means to inspect the advantages of flipping the Indian HEI's classrooms. The concentrate additionally tries to investigate the difficulties in the fruitful execution of this academic model in the particular setting of Indian HEIs. It is the comprehension of the creators that the aftereffects of the ongoing review are probably going to assist teachers with living up to the assumptions of the new age of HEI's learner and work on the nature of learning in Indian HEIs. The outcomes are likewise liable to add to the surviving exploration on flipped study halls. Resulting segments center around the review philosophy and discoveries. This article closes with segments on proposals and constraints of the review.

REVIEW OF LITERATURE

Straightforwardly characterized it alludes to a review procedure where students do the institute's work at institute and the homework at home. This instructive methodology licenses educators/teachers to utilize a mix of study hall strategies pointed toward

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