



NAAC Sponsored
One Day National Seminar
ON



REVISED NAAC FRAMEWORK: OPPORTUNITIES
FOR EXCELLENCE IN HIGHER EDUCATION

Friday, 4th January, 2019

Seminar Proceedings

Organized by
Internal Quality Assurance Cell (IQAC)

Renuka Shikshan Prasarak Mandal's

RENUKA COLLEGE

Accredited 'B' by NAAC

Near Petrol Pump, Besa, Nagpur – 440037

Phone-07103-281455

Renuka College, Besa, Nagpur-440037

Website: www.renuカcollege.org

Email: renukaiqac@gmail.com, renukamv.ngp@gmail.com

PRINCIPAL
Dr. M. K. Umathe College
Nagpur - 440022

CONTENTS

Sr. No	Titles	Name of the author	Page No.
01	A Critique Of The Revised NAAC Methodology For Assessment And Accreditation Of HEIs	Dr. Prantik Banerjee	17
02.	Preparation for NAAC: Strengthening with Applications of ICT	Dr. Veena A. Prakash	25
03	Role Of Internal Quality Assurance Cell In Pursuit Of Excellence In Higher Education	Dr. Jyoti Patil	36
04	Use Of ICT, LMS & E-Learning Resources For Creative & Innovative Teaching Learning Process	Dr. Kancez Banoo Quraishi	40
05	Academic And Administrative Audit	Dr. Deepali Kotwal	45
06	Human As A Core Factor In The Context Of Women Thrust Area of Seminar Human Values And Professional Ethic	Dr. Bhavesh Chandrakant Bhuptani	54
07	Opportunities For Libraries In Higher Education Setup By Way of NAAC Revised Framework	Dr. Manju N. Dubey	60
08	Values And Professional Ethics Enhanced By Yoga Education	Ms. Pratima Vashishtha	69
09	Teaching - Learning Through Flipped Classroom	Dr. Vaishali Meshram Dr. D. V. Naik	75
10	Role of "NAAC" In Shaping Higher Education	Dr. Vinay Kumar Upadhyay	82
11	Relevance of 'NAAC' In Today's Scenario For Better Higher Education	Dr. Dashrath Jadhao Asst. Prof. Anil Bondre	88
12	Feedback and Participation of Stakeholders: Boost For Strengthening Higher Education	Asst. Prof. Narendra L. Gadge	92
13	Integrating ICT In Teaching-Learning Process	Dr. R. L. Nikose	98
14	The Role of ICT In English Language Teaching In Rural Area	Dr. Nitin A. Mathankar	105
15	Extension, Best Practices And Institutional Distinctiveness Community Development Programmes: Third Dimension	Dr. Usha Sakure	113
16	Issues And Challenges In Improving Quality Culture In Higher Education	Dr. A. G. Pakhmode Dr. A. K. Zingare	120
17	ICT And E Language Learning	Dr. Mangala Tomar	125
18	Green Library: An Overview	Dr. Shraddha Anilkumar	131
19	The Use Of ICT: A Real Boon For Higher Education System In India	Dr. Prashant M. Puranik	139


PRINCIPAL

Dr. M. K. Umathe College
Nagpur-440022

TEACHING-LEARNING THROUGH FLIPPED CLASSROOM

Dr. Vaishali Meshram
Assistant Professor

Dr. D. V. Naik
Principal

Dr. M. K. Umathe College, Nagpur

Abstract: *Students carrying mobile phones, iPads, laptops and other gadgets and clicking, surfing, talking and listening to something with ears plugged in is a common scene. Today's college students live in an age of opportunities and demands. In such circumstances, adopting hybrid teaching-learning approach is the need of the hour. The flipped classroom concept has garnered much attention from educators around the globe. It is an active, student-centric pedagogical model in which the typical face-to-face mode of instruction and homework elements of a course are reversed. Short video lectures are delivered to students at home through electronic means before the class session, while in class time is devoted to collaborative and practical application activities such as exercises, projects, or discussions with the peers. This hybrid teaching-learning approach changed the role of both teachers and students. Teachers are no longer "sage on the stage" but become facilitators, coaches or "guides on the side" mentoring, correcting, facilitating and encouraging students to become active participants in the learning process in order to achieve desired noticeable outcome. In the present paper we tried to study the concept of flipped learning and flipped classrooms in detail, its benefits to students, challenges faced by the teachers and the outcome of the flipped classroom.*

Keywords: Conventional, Facilitator, Flipped Learning, Flipped Classroom, Flipped Learning Network, Outcome, Pedagogy.

Introduction: In the century we are in, rapidly developed technologies affect education training fields as they do in all fields. In parallel to the speed of development in technology, education conditions develop as well and different learning demands come out (Celen, Celik, & Seferoglu, 2011). In order to compensate these demands that come out with this transformation, are among the prior responsibilities of education systems. That is why a qualified education system should not limit learning and transform traditional structure into modern structure with technological opportunities (Bas, 2010; Rakhmetullina & et al, 2014).

What is Flipped Learning?

There are many definitions of flipped classroom in literature. According to Bishop and Verleger (2013) flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases

directly on computer out of lesson. Mull (2012) defined it as a model that provides students prepare themselves for the lesson by watching videos, listening podcasts and reading articles. According to Milman (2012) it is an approach aims the efficiency of lessons by transferring knowledge to students via videos and podcasts as well as by discussions, group works and applications during course. Toto and Nguyen (2009) expressed that flipped classroom is an approach that increases active learning activities and gives opportunity for student to use his knowledge in class with guidance of teacher. Hamdan and others (2013) explained flipped classroom is not a defined model instead it is a model that teachers use as compensating the demands of students by using different equipment. Since the educators in different countries use flipped classroom with various methods, this caused changing of flipped classroom concept to flipped classroom approach. It is emphasized that this new approach can be used with different learning methods (Flipped Learning Network-FLN, 2014).

Origin:

The phrase 'Flipped Learning' came into general use in the early mid-2000s and was propagated by Jonathan Bergmann and Aaron Sams, high school chemistry teachers from Woodland Park, Colorado, who began using recorded lectures in 2006. These two teachers needed to help students who had missed class due to some reasons, catch up on their school work. It was impossible for them to teach each student each missed lesson, one at a time. So they decided to create a series of videos of their lectures for the absent students to watch at home. Soon, Woodland Park students who had attended class began watching the videos for clarification as they worked on their homework assignments. Then, educators and students from other districts found and used the videos as well. Later on Salman Khan, the founder of the Khan Academy also popularized this concept in TED Talk. (TED 2011). In the 1990s, Harvard Professor Eric Mazur developed a model of 'peer instruction' in which he provided material for students to prepare and reflect on before class and then used class time to encourage deeper cognitive thinking via peer interaction and instructor challenge. He called this "just in time teaching" (Crouch and Mazur 2001).

This model was later extended to include technological elements. In 2000, a presentation was delivered on 'The Classroom Flip: Using Web Course Management Tools to Become a Guide by the Side' at the International Conference on College Teaching and Learning (Baker 2000). The flip evolved out of a history of experimentation with the concept of hybrid, or blended learning and problem based learning, using active learning techniques and new technologies to engage students. The flipped classroom has two defining

components: moving the lecture outside of class, usually delivered through some electronic means, and moving the practical application assignments, formerly homework, into the classroom (Educause, 2012). There are many other optional components that arguably optimize this structure and provide enhanced learning opportunities to students, creating a wide variation in practice ("Flipped classroom offers," 2011).

Flipped Learning Approach:

According to Wikipedia, flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. (Wikipedia)

All the experienced Flipped Educators of the governing board and key leaders of the Flipped Learning Network (FLN) have composed a formal definition of Flipped Learning. Flipped Classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized and guidance instead of lecturing is emphasized (Flipped Learning Network, 2014).


Flipped Learning is an approach that gives teachers a freedom to use and implement various modules and methodologies in their classrooms. In simple words it is very often defined as "school work at home and home work at school."

Four Pillars of FLIP:

The Flipped educators and leaders of Flipped Learning Network (FLN) have differentiated between a Flipped Classroom and Flipped Learning. These terms are not identical. One can flip a class, but it may not lead to Flipped Learning. Many teachers may already flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, but to engage them in Flipped Learning, teachers must include the following four pillars into their practice.

a. Flexible Environment:

Flipped Learning allows educators to use a variety of learning modes and provide students with different ways to learn content. They create flexible spaces in which students



choose when and where they learn. This flexibility in place of learning and time allows students to interact and reflect on their learning as needed.

b. Learning Culture:

In conventional teacher centered approach the source of knowledge is teacher. In flipped classroom approach, there is shift from teacher centered approach to student centered approach.

c. Intentional Content:

Flipped classroom educators think not only about how education is used to provide fluency but also how they can develop cognitive understanding of students.

d. Professional Educator:

The responsibility of flipped classroom educators is more than the ones using traditional approach. Flipped classroom educators continuously observe students during the course, evaluate their studies and make feedbacks (Flipped Learning Network -FLN, 2014).

Technology used in Flipped Classroom:

Technology is the primary tool of the flipped classroom. Most of the educators and researchers prefer to prepare their own videos while using Flipped Classroom. Creating the video itself takes much time and planning. There are three stages to this process; recording, editing, and publishing. Hence any source that explains the subject such as PDFs, websites, Google Drive, slides, audio, podcasts, narrated presentations, to video casts, animations, screen captures, and other multimedia content etc. Can be used. Khan Academy, Coursera, TED talks, and even YouTube are online resources associated with the flipped classroom, providing access to recorded lectures, instructional videos, and sometimes other interactive elements for teaching and learning.

Use of Flipped Classrooms in Indian Higher Education:

Ever since formal education began, the face to face mode of instruction has been the most practiced and preferred one wherein teacher was the main source of the knowledge. Teachers play significant role in improving the quality of higher education in India. However, the dominance of technology and the changing habits of the learners have entailed the use of variety of modes of instruction in teaching-learning. Though the use of ICT by teachers in Arts, Commerce and Science colleges has yet to become popular, the modern techno-savvy have eagerly and quickly favored the use of technology in learning and also in other activities. Students carrying mobile phones, iPads, laptops and other gadgets and clicking,

surfing, talking and listening to something with ears plugged in is a common scene. Today's college students live in an age of opportunities and demands. In such circumstances, adopting hybrid teaching-learning approach is the need of the hour. In this mode the face-to-face teaching is supplemented with communication technology. This is considered as a very effective teaching method wherein the teacher does not teach but guides and encourages them. Under the MOOC (Massive Online Open Courses) facility world-class experts' lectures are available. It seems that individual learning is the future of education and we can say that today's learner is an active one who should be supported by and enriched with a variety of source.

The Features of Students:

The following features are expected to be present in the learner:

1. High level of motivation
2. Willingness to work hard
3. Curiosity and inquisitiveness
4. Ability to work individually as well as in collaboration
5. Focused approach
6. Maturity to own learning responsibility
7. Efficient documentation habits
8. Efficient time management

Benefits of the Flipped Classroom:

1. Students Get Help with Homework:

In the conventional classroom, when a topic is delivered through lecture method, students are then given home assignment and asked to complete it at home without any assistance. At home students spend hours struggling with homework and get stuck. They therefore cannot complete the assigned homework and fail to submit it the next day. Then they either copy it from friend's book or cheat. In a flipped classroom, the students have to view a video at home and the next day they discuss it with the teachers and peer team.

2. Enhanced Teacher-Student Interaction:

Moving the direct instruction outside of class time frees up more time for teachers to interact one-on-one or in small groups with students. Ideally, a teacher in a flipped classroom is able to talk to every student in every class every day.


PRINCIPAL
Or. M. K. Umathe College
Nagpur - 440022

3. Allows Differentiation:

It helps teachers to differentiate students as it is very difficult for teachers to give individual attention to all the learner according to their abilities. Since they meet each student every day, they are now able to individualize instruction to meet the individual needs of learners. Weak learners are identified and are given extra guidance and advanced learners are provided other resources.

4. It Creates an Atmosphere of Learning:

Since a flipped classroom involves the teacher interacting with each student, the teacher can help one student drill deeper into a subject while providing another with the appropriate support to become successful. This creates an atmosphere where Students begin to take more and more responsibility of their own learning and hence they are no longer passive recipients of knowledge but active learners.

5. Students Can Learn at Their Pace:

As teachers, we often speak too quickly. While teaching a specific topic, we often try to pace our instruction on the basis of the needs of the majority of our students. If we go too fast, then many students will be left behind; if we go too slowly, we will bore many. So in a flipped classroom a video is the fact that students have control of the pause and rewind buttons. Students can pause the teacher who is speaking faster than they can process. Students can rewind and go over a difficult topic as many times as necessary instead of asking the teacher to go back to the previous PowerPoint slide. By creating instructional videos, teachers can help students learn at a pace that is most appropriate for each of them.


6. It Helps When Students Are Absent:

Absent students in a flipped classroom never miss direct instructions. They will miss out on the engaging in-class activities, but the main content will have been covered on an asynchronously accessible video.

7. It Helps When the Teacher Is Absent:

Teachers are often out of the building for a variety of reasons: professional development, illness, coaching, meetings, and so on, and it can be difficult to find qualified substitute teachers. Creating instructional videos is a great way to prevent students from getting behind. Even if you don't completely flip your classroom, you could create short videos for when you are gone and redeem the time you are out of your classroom.

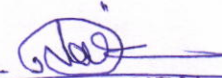
Conclusion:


PRINCIPAL
Dr. M. K. Umathe College
Nagpur - 440022

The flipped mode of learning can best work in small classes or groups where the teachers can divide their attention equally and adequately to match each learner's needs and desired outcomes. Their efficient and timely feedback is a time consuming activity but they have to be willing for it if the desired outcomes are to be obtained. This mode of learning can be profitably used in the special classes where the number of students is usually limited. It is an established mode in research activity where the research guide is mainly a facilitator and motivator and the researcher himself has to be an "active learner".

REFERENCES

1. Celen, F. K., Celik, A., & Seferoglu, S. S. (2011). Turkish education system and PISA results. Academic Informatics 2011, 2-4 February 2011, Inonu University, Malatya.
2. Bas, S. (2010). Effects of Multiple Intelligences Instruction Strategy on Students' Achievement Levels and Attitudes towards English Lesson. Cypriot Journal of Educational Sciences, 5, 167-180.
3. Bishop, J. L., & Verleger, M. A. (2013). The Flipped Classroom: A Survey of the Research. 120th ASEE Annual Conference & Exposition. Atlanta: GA.
4. Mull B. (2012). Flipped learning: A response to five common criticisms. Retrieved from November Learning, 21 April, 2015,
5. <http://novemberlearning.com/resources/articles/flippedlearning-a-response-to-fivecommoncriticisms->
6. Milman, N. (2012). The flipped classroom strategy: what is it and how can it be used? Distance Learning, 9(3), 8587.
7. Toto, R., & Nguyen, H. (2009). Flipping the work design in an industrial engineering course. ASEE/IEEE Frontiers in Education Conference. San Antonio, TX
8. Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). A review of flipped learning. Retrieved from the Flipped Learning Network, 1/5/2015, <http://flippedlearning.org/cms/lib07/VA01923112/>
9. <https://www.mindflash.com/elearning/>
10. Educause (2012). 7 things you should know about... Flipped classrooms. Educause Learning Initiative. Retrieved from <https://net.educause.edu/ir/library/pdf/ELI7081.pdf>
11. Flipped Learning Network (2014).
12. Bergmann, J., & Samis, A. (2012). Flip your classroom: Reach every student in every class every day. Alexandria, VA: International Society for Technology in Education; ASCD.


PRINCIPAL
Or. M. K. Umathe College
Nagpur - 440022