

# Quality Education in higher education: Challenges and Opportunities

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## Abstract

We are now in 21st century, the thirst of learner in all sphere is accumulating day by day. It is earnest need of education but are we really giving quality education, it is matter of discussion because globally we are connected by the different means of communication as learner connected with whole globe for learning. Learners have ample of options to choose their career paths. The point is that whether regional colleges, institutes or universities are able to cope up with the incremental demand of learner in the sense of qualities. They have many challenges for growing quality as like state of art infrastructure, innovative teaching practices, participative role of management, scarcity of modern tools for Acad. and Administration, faculty retention and research funding in permanent non-grant colleges.

Education has its pivotal role in building of nation; hence we cannot deny it's importance in our life. Many people transformed their life by education from underprivileged to developed. Peaceful, progressive, innovative and cultured class of society is the sign of healthy society that is the aim of education. It is big challenge to fulfill it but we have ample of opportunities to develop in meaningful way to change the education system. We only not hope but trust that NEP 2020 will be the robust decision made by government will be the catalytic agent of change in need of this Mely education.

NAAC has been playing its dynamic role in quality development in education, but all higher educational should become the part of it. As technology is changing in a dynamic way, we should take its advantage convert the perspective of learner and make our country stronger. The key role in this process is of government, academic leadership, teaching fraternity and on course of society.

**Keywords:** *Education, Quality, challenges, opportunities, technology, learner, development*

## 1. Introduction

India is developing country, the basis of development of any country is education. Education system in India in pre independence period and post-independence period go through the different reforms. Reforms is continuous process, which helps in better change in society. Quality in education is also one of the important and necessary aspect in education. Quality in higher education has many challenges as well as opportunities.

## 2. Challenges in Quality of higher education

### 2.1 Multicultural aspects:

We have multicultural environment in every corner of the country, our students are from different cultures. We can't render any education excluding our culture so making uniformity in culture is big challenge.

### 2.2 Environmental Difference:

It is fact that Higher Education is now reaching in rural area also but yet they many barriers to cope up with the standards of higher education in urban area.

**2.3 Infrastructural Inadequacy:** Government issues grant to aided colleges for infrastructure but which is insufficient. On the other hand, unaided and permanent unaided colleges are remained empty handed in this regard. We can't deny the importance of infrastructure in qualitative demand of higher education but many higher educational institutions haven't state of art infrastructure.

**2.4 Faculty recruitment and retention:** We can always say that the future of any country is mostly depends on education system at there. Higher educational institutions face challenges in recruitment of qualified faculty in granted colleges due to gap between government policies and implementation strategies.

**2.5 Scarcity and Quality of research work:** Many senior colleges are lagging behind in quality of research work. Research environment is a big issue in many senior colleges.

**2.6 Other issues:** Apart from above innovative teaching practices, healthy learning ambience and participative role of management are some other challenges for quality in higher education.

### **3. Opportunities for quality education**

We know that no problem is without solution, as it is we find that many opportunities are available to improve quality in higher education by adopting constructive quality measures step by step.

#### **3.1 Academic and Administrative Audit by affiliating University:**

Every affiliated college should go through the process of AAA (Academic and Administrative Audit), as per the university act of 2016 it is mandatory but still some colleges are facing problem to do it. It helps to improve the quality of institutions at some extent.

#### **3.2 National Assessment and Accreditation Council:**

NAAC plays important role in improving quality at higher education level. It is an autonomous institution which evaluates the quality of higher education in India, which plays remarkable positive impact in quality education. NAAC assess different parameters of higher education. SOP of NAAC is one of the best directives for improvement in quality.

#### **3.3 Autonomy in higher education:**

The institutions, which are providing quality education and are proved themselves through various accreditation by getting excellent grades are eligible for autonomy. Some senior colleges are autonomous, they have freedom to design syllabus, examination structure as well as initiative in academic excellence. It is great step towards achieving quality in higher education.

#### **3.4 NEP -2020:**

This is a new education policy introduced by government of India in 2020. It is robust decision by government. Universities are implementing it step by step. Colleges are preparing themselves for it. Youth are looking forward in a positive way. We are hoping that skill education and value education may go hand in hand and our country become leader in a meaningful way.

### **4. Conclusion**

As we discussed above, we can conclude that though we have many challenges in quality of higher education though their many rays of hopes to make our country the world leader. Quality education is one of the possible routes to happy, healthy, peaceful and harmonious society.

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# A Review on Skill-Based Learning to Enhance Quality Education and Employability

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## Abstract

In the current education scenario of most developing countries, skill enhanced education is the need of the hour for the development of the nation and youth. Rote based learning hampers the problem-solving abilities, specific skill development and critical thinking abilities in the students. Skill based education increases the promise for job creation and encourages individuals become budding entrepreneurs. Educators and policy makers can play the role of catalysts in the process of implementing skill development curriculum in various ways by introducing project-based learning, internships and outcome-based learning. Student-centric pedagogical educational methods will encourage self-motivated, adaptable and personalized learning environment. Peer-to-peer interactions and teamwork foster empathy, communication, and mutual respect, fostering an environment where students can learn from each other and grow together.

With Skill based learning, students will not only be job ready but also become job creators with innovative ideas, thus contribute to nation building. With careful planning and implementation, skill-based courses can help students develop the skills and knowledge they need to be successful in college, the workplace, and life. Collaborative design of curriculum by industry and academia based on specific skill development will certainly benefit the students and also bridge the industry academia gap.

**Keywords:** *Education scenario, skill-based education, critical thinking, industry, academia.*

## 1. Introduction

The concept of skill-based learning centers around a pedagogical approach that prioritizes the development of practical skills and competencies alongside traditional content-based education. In skill-based learning, the curriculum is designed to bridge the gap between academia and industry by aligning educational content with the skills and qualities sought after by employers. Unlike traditional education that primarily focuses on imparting theoretical knowledge, skill-based learning prioritizes the acquisition and application of practical skills that are directly relevant to real-life scenarios and the contemporary job market.

Skill-based education goes beyond traditional content-focused learning, prioritizing the development of practical skills and competencies that directly align with the requirements of various industries. One of the key ways skill-based education enhances employability is by equipping individuals with the skills that employers value most. In today's dynamic economy, employers seek candidates who possess not only theoretical knowledge but also the ability to apply that knowledge in real-world situations. Skill-based education cultivates critical skills such as problem-solving, communication, teamwork, adaptability, and creativity all of which are highly sought-after attributes in the modern workplace. We often observe that skill and efficiency are among the success factors that are essential to sustain in this competitive environment. Skill enhancement is thus essential for the individual, organization and economy [1]. The transition of traditional industrial firms from a task-

centered to a process centered approach, the increase of people working in commerce and service sector of the economy as well as information technology and globalization affect all working population. In the new era, managers, employees and workers need to accomplish tasks with responsibility and personal capability and find solutions to possible problems that arise [2]. Employability skills are indispensable in the current era of technological disruption and globalization. Employers complain about the insufficiency of skills among the workers. Approximately 75 million young people in developing countries are unemployed, and in most countries, youth unemployment rates are 2 to 4 times higher than adults [3].

### **1.1. Objectives**

The objectives of project-based or skill-based learning with the aim of enhancing quality education and employability are multifaceted and geared towards preparing students for the demands of the modern workforce. To study the skill enhancement initiatives of the Government, measures taken by Higher Education Institutions and the role of corporate sector in skill enhancement. These objectives emphasize not only the acquisition of knowledge but also the development of practical skills, critical thinking, and problem-solving abilities. Here are some key objectives: Real-world Application, Skill Development, Project Management, Collaboration and Teamwork, Critical Thinking and Problem-Solving, Creativity and Innovation, Portfolio Development, Industry Relevance, Increased Employability, Lifelong Learning, Confidence and Motivation, Global competence [4].

### **1.2. Methodology**

For this review paper, databases such as Google Scholar and Cross Reference were searched to collect journal articles. Research papers and articles were reviewed and searched using keywords such as “Skill based learning”, “Enhance Quality”, “Employability” etc. Data was also collected from other secondary sources such as websites and news reports.

### **1.3. Literature Review**

The Higher Education Institutes are a major source of recruitment for industry. As such, there is a need for graduates to be equipped with skills for job roles. A study proposes a framework to develop career orientation in terms of goal setting, networking and job involvement [5]. Some researchers propose a holistic method of learning where learning is a result of one’s own experiences others propose Research Based Learning as a means to ensure zero gap between academia and industry [6][7] [8] maintain that an innovative approach by many HEIs is that of offering degrees and programmed that are Corporate Integrated. The study lists out universities offering such programmes and also a detailed list of courses offered and companies with which they have collaborated[9] make a study of skill-orientated Engineering courses offered by different private universities. One of the observations of the study notes that in Computer Science Engineering, a large number of innovative subjects catering to new emerging areas of technology are offered, the most popular being cloud computing [10].

## **2. Skill-based Curriculum Design**

Skill-based Curriculum Design, offers a compelling argument for transforming traditional education models to better align with the demands of the modern world. The study's strong theoretical foundations and practical examples support its core message effectively. To strengthen the research further, the inclusion of empirical evidence and an expanded scope of analysis would be valuable. Overall, the study provides valuable insights and serves as a catalyst for educators and policymakers to consider innovative approaches to curriculum development that prioritize skill acquisition and application.

One should remember, the key is to create interdisciplinary experiences that engage students and help them develop a range of skills beyond traditional subject boundaries. It highlights the limitations of content-focused education and advocates for a more dynamic system that prioritizes skill

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acquisition and application. We would like to argue for a curriculum design that equips students with a diverse set of skills, encompassing critical thinking, problem-solving, communication, teamwork, and adaptability, among others.

### 2.1. Strategies for Effective Implementation

The curriculum design committees should follow some of the suggestions mentioned along with those given by the experts.

**Math and Problem Solving:** Incorporate real-world problems and scenarios that require mathematical calculations and critical thinking to solve. This helps students apply math skills in practical situations.

**Language Arts and Communication:** Teach students to write persuasive essays or create multimedia presentations to effectively communicate their ideas, integrating language skills with modern communication tools.

**Science and Inquiry-Based Learning:** Encourage students to explore scientific concepts through hands-on experiments, fostering curiosity and the development of critical inquiry skills.

**History and Project-Based Learning:** Have students research and create projects that delve into historical events, promoting research, analysis, and creative thinking.

**Physical Education and Teamwork:** Design physical activities that emphasize teamwork, leadership, and problem-solving, enhancing social and collaborative skills.

**Art and Creativity:** Integrate art projects that require creativity and innovation, allowing students to express themselves while honing their artistic skills.

**Social Studies and Global Perspective:** Explore global issues, cultures, and current events to help students develop a broader understanding of the world and encourage empathy.

**Music and Pattern Recognition:** Use music to teach patterns, rhythm, and even basic math concepts, fostering a connection between auditory skills and logical thinking.

**Foreign Languages and Cultural Understanding:** Teach language skills alongside cultural insights, promoting cross-cultural communication and global awareness.

**Technology and Critical Thinking:** Introduce coding and digital literacy activities that require problem-solving and critical thinking, connecting technology with analytical skills.

### 2.2. Impact on Quality Education

The study presents a robust theoretical framework for skill-based curriculum development, drawing from established educational theories, cognitive psychology, and instructional design principles. Moreover, the researchers provide examples of successful skill-based programs in various educational contexts, showcasing the tangible benefits of adopting this approach.

The research addresses a pressing issue in contemporary education, as industries increasingly demand employees with a broad skill set. By focusing on practical skills, the paper makes a valuable contribution to improving the relevance of education to the job market. The authors demonstrate a strong understanding of educational theories and models, effectively integrating them into the framework of skill-based curriculum design. The inclusion of real-world examples of skill-based curricula from different educational institutions enriches the research's practical implications. It offers insights into successful implementations and provides potential pathways for adoption in other settings. The paper is well-structured, with clear and coherent arguments presented in a logical sequence. This makes it easy for readers to follow the researchers' thought process and understand the rationale behind their proposals.

### 2.3. Enhancing Employability

The impact of skill-based learning on employability has been significant. As the curriculum aligns with industry demands and evolving technological advancements, graduates are better equipped with relevant skills and competencies sought after by employers. This leads to improved job placement

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rates and reduced underemployment, as students are more prepared to contribute productively to the workforce from day one.

Moreover, skill-based learning fosters creativity, problem-solving abilities, and adaptability, enabling individuals to navigate dynamic job markets and embrace continuous learning. As they acquire practical skills and experience during their educational journey, students become more attractive to employers and can demonstrate their potential through tangible projects and portfolios.

Additionally, this approach enhances the students' confidence and self-efficacy, empowering them to pursue entrepreneurial ventures or contribute to innovation within existing organizations. In the long run, the adoption of skill-based learning can contribute to economic growth by creating a competent and capable workforce. Employers benefit from hiring individuals who possess relevant skills, reducing the need for extensive on-the-job training and minimizing the skills gap between academia and industry requirements.

### 3. Challenges and Future Directions:

Skill-based learning represents a paradigm shift in education, focusing on practical competencies that enhance both the quality of education and employability prospects. Addressing challenges such as curriculum relevance, teacher training, infrastructure, and changing perceptions will pave the way for a future where skill-based education plays a vital role in preparing individuals for a dynamic and rapidly evolving job market. Collaborative efforts between academia and industries, coupled with technological advancements, will be in shaping the future scope of skill-based learning.

### 4. Conclusion

The objectives of project-based or skill-based learning to enhance quality education and employability revolve around equipping students with practical skills, fostering critical thinking, and preparing them for the complex and ever-changing demands of the modern job market. By focusing on these objectives, educational institutions can empower students to excel in their careers and contribute effectively to society.

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# Challenges and Recommendations for Effective Implementation of the National Education Policy 2020

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## Abstract

The National Education Policy 2020 introduces comprehensive reforms in school and higher education in India to improve quality, equity and access. However, effective nationwide implementation of this ambitious policy faces multiple systemic, operational and change management challenges. This review identifies key obstacles like infrastructure gaps, access barriers, resistance to change, governance realignment, overhauling assessments and integrating vocational education. It suggests increasing investments, dedicated coordination units, teacher recruitment and training, phased prioritization of reforms, community engagement, independent monitoring and mission-mode implementation as solutions. While transformative in vision, NEP 2020's success depends on strategic execution.

**Keywords:** *National Education Policy 2020, education policy implementation, education reforms in India, curriculum reform, learning assessments, teacher training, access to education*

## Introduction

The National Education Policy 2020 (NEP 2020) aims to transform the education landscape in India by introducing wide-ranging reforms. Formulated after 3-4 years of extensive consultations, NEP 2020 replaces the 34-year-old National Policy on Education of 1986. It envisions a complete overhaul of school and higher education to create an integrated, inclusive, and equitable system focused on quality and innovation [1].

Some salient features of NEP 2020 include universal access from pre-school to secondary education, strengthening of public education institutions, governance reforms, promotion of multilingualism, emphasis on vocational education, and encouragement of technology integration at all levels [2]. The policy aims to develop self-reliant, critically thinking individuals equipped with 21st-century skills.

However, while NEP 2020 is transformative in its vision, its implementation faces multiple challenges. Transforming legacy structures and processes will require coordinated efforts and strategic planning [3]. The on-ground execution will involve revamping the institutional framework, pedagogical approaches, curriculum design, assessment patterns, funding allocation, and regulatory mechanisms. This mammoth exercise will need to address entrenched systemic barriers spanning access, equity, quality, and resources.

This review paper aims to identify and analyse the major challenges that confront the effective and timely implementation of NEP 2020. It will examine the critical issues under key domains like restructuring curriculum and pedagogy, overhauling assessments, driving governance reforms, bridging resource gaps, and mitigating resistance to change. The review will also put forth recommendations to address these challenges for realizing the vision of NEP 2020.

## Implementation challenges

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**Infrastructure and Resources**

NEP 2020 envisages massive expansion and overhaul of school and higher education infrastructure to meet enrolment growth targets and enable new pedagogies [4]. However, severe constraints are anticipated in mobilizing required financial resources and hiring qualified teachers, especially in rural and remote areas [5]. Nearly 30% of existing schools lack basic infrastructure like electricity, toilets, and blackboards [6]. The additional capital investments, tech integration, and teacher recruitment required pose huge execution challenges.

**Access and Equity**

A core aim of NEP 2020 is to ensure inclusive, equitable, and affordable education access to all students. However structural inequities in terms of geography, gender, and socio-economic status continue to deter access to quality learning [7]. Disadvantaged students face higher drop-out risks. Lack of transport, discriminatory attitudes, and inadequate facilities in rural schools are key access barriers that the policy seeks to address [8]. Effective implementation mechanisms are needed to increase girls' and rural students' participation and make education accessible.

**Language Policy**

The three language formulas from grade 6 onwards and flexible language choices have stoked controversies detracting focus from foundational literacy and numeracy [9]. States fear imposition while parents are concerned about the burden of learning additional languages. This highlights the execution challenges of the language policy - balancing mobility needs and cultural roots while ensuring learning outcomes [10].

**Regulatory Framework**

The governance reforms envisaged requiring realignment of roles across central, state, and local administration [11]. The structural changes to higher education regulation under 4 verticals of norms, funding, accreditation, and learning outcomes will need extensive capacity building and change management. The complex restructuring of regulatory bodies like UGC, AICTE, NCTE, and NHERA will pose transition challenges [12].

**Resistance to Change**

Shifting away from entrenched rote learning models to creative, critical thinking-centric curricula will face inertia. Similarly, the breakdown of rigid streams, transition to flexible curricula, and assessment reforms will disrupt traditional pathways and encounter opposition [13]. Careful change management focusing on faculty training and community engagement will be vital.

**Assessment Reforms**

NEP 2020 proposes radical changes in student assessment - moving away from year-end exams to regular formative assessments and minimizing high-stakes examinations [14]. This overhaul from rote learning to competency-based assessment will require revamping the entire exam system - question patterns, testing methods, and evaluation techniques [15].

**Vocational Education**

Integrating vocational education into all schools and higher education institutions in order to boost employability is ambitious and logistically challenging [16]. It will require massive investments, partnerships with industry, and changes in societal attitudes toward vocational education that have been neglected till now [17].

**Early Childhood Education**

Universal provisioning of quality early childhood education as envisaged in NEP 2020 will require an explosion in the number of anganwadis, infrastructure upgrades, and a large cadre of professionally trained teachers and caregivers [18]. Ensuring learning-based play and preparation for primary school at scale will be a major execution challenge [19].



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**Recommendations to address the key implementation challenges of NEP 2020:**

- Increase budgetary allocations for education to 6% of GDP to bridge infrastructure gaps and ensure adequate resources for expansion [20].
- Set up dedicated project management units at national, state and district levels to coordinate NEP rollout and address operational issues.
- Launch mass teacher recruitment and training drives with incentives like higher pay, and scholarships to attract talent.
- Strengthen school complexes, and charter adequate transportation facilities to improve access for disadvantaged students.
- Undertake community awareness campaigns on language policy, and vocational education to mitigate resistance to reforms.
- Initial focus on early childhood care & foundational literacy/numeracy before wider curriculum reforms.
- Academic mentorship programs, and bridge courses for students switching to modular, multidisciplinary courses.
- Gradual phase-out of high-stakes examinations, transition to formative assessments, school-based certifications.
- Tax sops, financial support, and industry partnerships to incentivize vocational education integration.
- Independent oversight authority to monitor NEP implementation progress across states and institutions.
- Implementation in mission mode with defined targets, metrics, and accountability at each level.
- Conduct impact assessments periodically to identify gaps and improve execution strategies.

The scale of NEP 2020 reforms calls for steady, phased execution coordinated by an empowered expert body that guides and monitors the transition over 10-15 years. The focus should be on investing in capacity building, managing change, and monitoring outcomes to achieve NEP's vision.

**Conclusion**

The National Education Policy 2020 is a historic reform that aims to fundamentally transform India's education system. However, this paper has reviewed the significant execution challenges that could impede its effective nationwide implementation.

Major challenge areas identified include infrastructure and resource constraints, issues with access and equity, language policy roadblocks, complex governance changes, resistance from entrenched legacy systems, overhauling assessments, integrating vocational education, and expanding early childhood care.

While NEP 2020's vision is transformative, its actual success will depend on strategic and coordinated efforts toward implementation. A phased, systematic approach is needed to manage the scale and complexity of reforms. Adequate budgetary allocations, massive capacity building, change management, impact evaluations, and flexible execution are key for smooth transition.

Based on the analysis in this review, some recommendations include increasing investment in education, setting up dedicated coordination units, recruiting and training teachers, community engagement drives, independent monitoring mechanisms, and implementation in mission mode.

NEP 2020 has the potential to reimagine education in India and equip students with 21st-century skills. But the true test lies in its effective and timely execution. Strong political will, sufficient resources, stakeholder communication, and translating policy into ground action will determine whether NEP 2020 achieves its objectives to build an equitable, quality-focused, and future-ready education

system. This calls for collaborative efforts between policymakers, administrators, educationists, and the public to collectively overcome challenges and usher in an education transformation.

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# An Innovative Teaching Model - The Flipped Classroom

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## Abstract

An innovative teaching model is the flipped classroom, which employs practice problems as homework, video lectures and group-based, active problem-solving activities in the classroom. In the flipped class room, students learn with the help of lessons out-of-class-time or internet as a replacement for the traditional exercises and assignments are given, and in the class session problem solving activities and other forms of instructions can be engaged. This research paper discovers the flipped classroom and its need for collaborative learning.

**Keywords:** Traditional model, Flipped classroom, Student, Teacher

## Introduction

The basic idea of flipped classroom is to flip the common traditional approach: with teacher created videos and interactive lessons, instruction used in class is now accessed at home. In class the student can work through problems, advance concepts and engage in collaborative learning.

Teacher can have time to work individually with students, also talk to every student in every classroom every day.” Traditional classroom interactions are also flipped. Typically, the most outgoing and engaged students ask questions, while struggling students may act out. Now teacher spends more time with struggling students, but work through challenging problems in class.[1]

Teachers are “flipping” their classrooms in an effort to spend more time solving problems and thinking critically in the classroom setting. And the results seem to show that the effort is positively changing the learning experience.[2]

## Definition of Flipped Learning

**Table1:** Definition of the Flipped Classroom [5]

Style	Inside-Class	Outside-Class
Traditional	Lectures	Practice Exercise & Problem solving
Flipped	Practice Exercise & Problem solving	Video Lectures

In a flipped learning method, teachers make teaching material available to students which they can access whenever and wherever as per their convenience either at home, in class or even from a hospital bed. This teaching material, lessons can be video lectures, presentations or teachers can prepare their own instructions by recording and narrating screencasts of the lectures on their computers, by creating their videos of teaching or some video lectures from internet websites which are trusted.

The videos or screencasts can be watched by students as many times as they want. Since instructions and lessons is delivered outside class, teachers can use in-class time to engage students actively and give them individual support and guidance

The four pillars of F-L-I-P [3]

1. Flexible Environments
2. Learning Culture
3. Intentional Content
4. Professional Educators

#### **Flexible Environments:**

Students choose when and where they learn.

#### **Learning Culture:**

The teacher is the main source of information in the traditional teacher-centered model. In the Flipped Learning model, there is a change from a teacher-centered classroom to a student-centered approach, where in-class time is for exploring topics in depth and creating learning opportunities through various student-centered pedagogies. As a result, students are actively involved in knowledge formation through opportunities to participate in and evaluate their learning that is personally meaningful

#### **Intentional Content:**

Flipped educators continuously think about how they can use the Flipped Learning model to help student gain conceptual understanding. They evaluate what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt various methods of instruction such as active learning strategies, peer instruction, problem-based learning, depending on grade level and subject matter.

#### **Professional Educators:**

The role of Professional Educators is important, in a flipped classroom than in a traditional one. During class time, teachers continually observe their students, providing them with assistance and assessing their work.

#### **Why use the Flipped Classroom?**

A teacher stands at the front of the classroom, delivering a lecture and writing on a white board. Students are seating on desks arranged in rows, quietly taking notes. At the end of the hour, they copy down the night's homework assignment, which consists of reading from textbook and answering questions at the end of the chapter. This traditional method, which left questions unanswered. The teacher is aware that many students do not understand the day's lessons, but does not have the time to meet with them to help during the 60-minute class period. The next day the teacher will collect the homework and briefly review the previous night's reading assignment. But if students have additional questions there won't be time to linger; the class cannot fall behind schedule. There is a lot of material to cover before the test at the end of the unit. [4]

Alternative method gaining attention and advocates is called Flipped Learning. In this method, some lessons are delivered outside of the group learning space using video or other modes of delivery. Class time, then, is available for students to engage in hands-on learning, collaborate with their peers, and evaluate their progress, and for teachers to provide one-on-one assistance, guidance and inspiration. A flipped classroom, as the name suggests, is a class where the lecture and homework have been reversed. In other words, the practice problems normally completed at home are worked on in the classroom, and the direct instruction normally given during class time is given as homework through video lectures, reading assignments, or some other direct instruction delivery method. [6]

#### **Conclusion**

The flipped classroom, which has grown in popularity, is today's teaching requirement. The features of this model mainly focus on efficient use of class time in which students engage with problem-based learning, increases student-teacher interaction. This model make student to understand

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basic processes which they can apply to research scenarios, to engage critical thinking and problem-solving skills that can be learned best through experience. Thus this paper has explored flipped classroom and when appropriately used, flipped classroom is a valuable addition to education practice.

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