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INTEGRATED FLIPPED CLASSROOM WITH BLOOM'S MODIFIED TAXONOMY MODEL: A FACULTY PERSPECTIVE ON ITS BENEFITS AND CHALLENGES

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Abstract: This study aimed at investigating the effect of introducing Integrated Flipped Classroom with Bloom's Modified Taxonomy model as per faculty's perception. Also, this research study about awareness, acceptance and effectiveness of the adoption of IFCBMT Model from the perspective of faculty working in MBA Institutions in Tamil Nadu, India. This study also explored the benefits and challenges in facilitation of integrated flipped classroom and bloom's modified taxonomy approach. Likert scale ranking method and Friedman Mean ranking method is used in this study to rank various pre class, in class and post class activities in order to understand and execute the integration of flipped classroom and blooms taxonomy model as per faculty perspectives. The findings of this study empower management graduates to imbibe employability skills and be better placed in order to contribute to the economic growth and development of the country.

Key words: Blooms taxonomy, Flipped classroom, Faculty perspectives, Challenges

I. INTRODUCTION

Education is a field that is constantly changing and adapting to meet the needs of students. As students' learning habits change with their interests in contemporary technologies, education system must adapt to match those learning habits. According to Karp & Fletcher (2014), if used efficiently, technologies have the potential to address a range of student and institutional needs, because these technologies can contribute to improve student outcomes by fundamentally changing the way students are guided and supported. The emergence of flipped learning environments is driven by changes in educational approach. This model embraces educational technology to provide direct instruction of key concepts and course material outside of the classroom, while using valuable class time for engaging active learning approaches to foster deeper understanding and problem-solving skills. The concept is gaining in popularity with the growth of a technological movement combined with the need to restructure the learning environment to a more student-centered focus through instructional approaches. Flipped classroom models are the focus of this study. Flipped classrooms are not the typical traditional classroom or the strictly online process of learning. Instead, flipped classroom models combine online learning with face-to-face learning. The flipped classroom is characterized by focusing on higher level thinking as a goal, creating a more student-centred classroom, and determining the best use of face-to-face time with students (Bergmann & Sams, 2012). Timely researches exhibit the accelerated hike in skills demand predominantly in the management sector so as to gain advantages through creative disruption and similar strategies. Remarkable transformations in skills implementation and the resultant management efficiency require well established educational insights envisioned by updated curriculum models. The study essentially elucidates how the integration of Flipped Classrooms Model and Bloom's Revised Taxonomy impacts the educational and skill development system of the upcoming graduates and the subsequent repercussions in the employability scores and innovative efficiency of the management sectors.

1.2 STATEMENT OF THE PROBLEM:

According to the India Skills Report 2018 & 2019 by Wheelbox, employability of Indian MBA graduates has seen a 3 percent drop each year which is reduced to 36 percent. Annually about 3, 60, 000 MBA students pass out from 4000 B-schools in India and 61% are unemployable due to skill gaps and lesser work experience. The problem with management education institutes in India is that they reward implementation, not original thinking. B-School focus on creating clones instead of original thinkers. Students in Indian institutions have traditionally studied subjects in silos as most of our higher education system does not allow for an interdisciplinary and multidisciplinary approach to learning, which is often needed for real life problem-solving. Industry-

ready should not be the only focus. There is need of transformational change with a view to present changing scenario. Modern business is becoming more and more complex. It requires the personnel with multi skills ability and adaptability to changing technology. The technology has influenced to a large extent to the business activities. The demand in such business is the skilled and well knowledgeable employee. Hence it remains the responsibility of higher educational institutions to supply the skilled and knowledgeable graduates in the job market. The HEIs providing the business education are responsible to provide required manpower. (Patil, 2019)

Active learning strategies have proven to impact the student learning environment and increase engagement. However, the practices used in active learning often consume a large portion of class time that is also needed to fulfil course content coverage requirements. Flipped classroom-blooms taxonomy model presents a solution to this issue along with offering numerous other benefits. Despite this knowledge, higher education faculty may continue to utilize traditional instructional delivery methods because there is a gap in the literature and resources available providing faculty the support needed to transition pedagogical approaches.

Flipped classroom and Blooms revised taxonomy concepts in preparing management students in becoming more employable. Few previous studies have explored Flipped classroom and modified Bloom's taxonomy separately but not as an integrated pedagogical approach. Thereby no empirical research is available integrating flipped classroom with Bloom's modified taxonomy model as a new paradigm for management education. This perceptual study aims to integrate both the concepts and analyse its effectiveness in increasing the employability skills of management students. As elucidated by Houlihan of Forbes Coaching Council (2018), "If businesses want to shape the talent of the future, they should take a more active role in helping students and cost-effective educational solutions that meet their emerging industry needs and learning opportunities need to be designed to be interactive, engaging and business-led". The current study seeks to answer the following questions:

1. What is the demographic profile of faculty respondents?
2. Is the Integrated flipped classroom and blooms taxonomy model effective in the regular classroom setup from the faculty perspective?
3. What are the challenges and benefits of implementing the integrated flipped and blooms taxonomy model in MBA institutions?

1.3 RESEARCH OBJECTIVES

1. To understand the demographic profile of faculty respondents.
2. To study the perception of faculty members on Integrated flipped classroom and blooms taxonomy model
3. To study the challenges and benefits of implementing the integrated flipped and blooms taxonomy model in MBA institutions.

2. LITERATURE REVIEW

2.1 INTEGRATING FLIPPED CLASSROOM AND REVISED BLOOMS TAXONOMY

Perhaps the most generally acknowledged psychological learning framework is Bloom's taxonomy. In 1956, a group of instructive theorists drove by Benjamin Bloom built up a series of learning categories that sorted questions by level of abstraction and Bloom's taxonomy is currently a notable classification of learning in the psychological area (Bloom, 1956). Sreedhar (2013) stated cognitive domain refers to the knowledge and development of intellectual skills. It acts as a repository of data linking the procedures, diagrammatic representation of facts and figures and certain logic that helps in improving the intellectual inertia.

Bergmann & Sam's (2014) suggested that the flipped classroom videos created by the teacher must be watched at home and used as tools to develop the two lower levels of the taxonomy. Thus, it allows the teacher to spend more time in the classroom involving students in activities that develop the skills of higher levels of the taxonomy. Clark (2015) reported increased student participation and involvement in classroom activities. The study revealed that there was comparatively higher student engagement in flipped approach than in traditional approach.

The revised taxonomy creates an intersection of information and intellectual process categories to support design of learning strategies, as well as to work with learning assessment. The intellectual processes that underlie basic reasoning are inseparably associated with subject matter, course substance and reflection (Hamilton, 2011). Bloom's taxonomy, and the flipped classroom model work together as the lower levels ('remembering' and 'understanding') are presented before class through recorded lectures and videos, and other materials. These provide the foundational support for learning so that in-class time can be spent working on higher levels of learning from 'applying' to 'creating'. (Sale & Cheah 2017).

2.2 AWARENESS AND IMPLEMENTATION OF LEARNING PROCESS THROUGH FLIPPED CLASSROOM MODEL AMONG FACULTY

Faculty focus (2015) conducted a survey among the faculties to understand the views of flipped learning, and then to know about the people who are implementing and also to find out the barriers and its benefits of the flipped classroom implementation. The faculties said the reason flipping include a desire to increase student engagement and improve student learning benefits. Almost three-fourths of the faculty responded greater student engagement while just over half saw evidence of improved student learning. The faculties have also pointed out that students are more collaborative and they ask more questions, the faculties frequently reported barrier for implementing flipped classroom is limited time.

Long (2017) conducted qualitative research which explains the instructors' experiences and perspectives on using the flipped classroom model in instruction. The findings are instructors' perceived definitions of the flipped classroom, how they improved teaching and learning by using the flipped classroom model, their perceived benefits and challenges of the flipped classroom and effective ways of using the flipped classroom.

McLaughlin (2014), used the curriculum redesign methodology using flipped class room to investigate the resulting outcomes. This article helps the instructors to develop, implement, and evaluate innovative and practical strategies to transform students'

learning experience. The results of the flipped classroom reveal that, the students' skills understanding and application of key concepts were improved and also their cognitive thinking skills.

2.3 BLENDED LEARNING TOOLS USED IN LEARNING

Shibley (2011) blending learning involves using a combination of face-to-face interactions and online interactions in the same course. Students still regularly meet in the classroom in a blended course, but the frequency of those meetings is usually decreased. The goal of blended learning is to facilitate greater student learning and could thus fit within a learner-centred paradigm. Marks (2015) has advocated for flipped instruction in Teacher education citing the advantages of proactive planning, blended pedagogy, streamlined online courses and learner's active engagements for adult learners/teacher trainees, but can we really replicate these at school level.

McLaughlin & Rhoney (2015) found through their study that the highly interactive online learning tool positively impacted the learning of the students. It was reported that the e-learning platform made it easy to connect, synthesize and understand various concepts eventually increasing the students' performance. Nabayra (2020) reported that the easy accessibility to online learning platforms was very beneficial because the students had the flexibility to watch the online videos and activities whenever they want. They revealed that the 24*7 availability of online resources proved very advantageous.

Tsai, C. W., Shen, P. D., & Lu, Y. J. (2015) Found through their study of flipped classroom in elementary computer skills course that the online teaching platform was beneficial for elementary children because they get used to online learning and a more self-directed approach at a younger age itself.

2.4. BENEFITS OF FLIPPED CLASSROOM + REVISED BLOOMS TAXONOMY

Danker (2015) the flipped classroom in this study has shown encouraging results especially in the area of student participation in the lesson. The Flipped Classroom strategy promoted individualized learning for students as some of the students used the opportunity to replay and to pause the online lecture to absorb it better. Broderick (2016), examined and explored faculty perceptions of the instructional technology used to facilitate the flipped classroom teaching strategy in higher education experiential settings. The study examined their attitude toward and usage of instructional technology and usage via flipped teaching strategies. Faculty perception regarding barriers to instructional technology usage may vary from person to person but the overriding equalizer, for those other than the early adopters, appeared to be access to continuous personalized training and support. Provisions for on-going training and support will surely increase the faculty members' comfort level. Findings indicated that once the comfort level is sufficiently addressed, faculties are more apt to adopt instructional technology. Roehl (2013) proposed a flipped classroom can be used to meet the changes of the society. This paper also discusses the major challenges and benefits of using flipped classroom in the learning environment.

Fedesco and Cary (2016), the study investigated the faculties about the perceived benefits of flipping the classroom those were improvements classroom engagement and discussion among the students, it helps the instructor to know about the students' perceptions, challenges, personal issues, and conceptual doubts/understandings, eventual reduction in instructor preparation time; improved instructor-student relationships; and a better focus on more important course objectives. student convenience, augmented learning, improved performance and feedback, personalized attention and enhanced interaction, better review, and optimum utilization of class time as the major benefits of this model (Sandhu 2016).

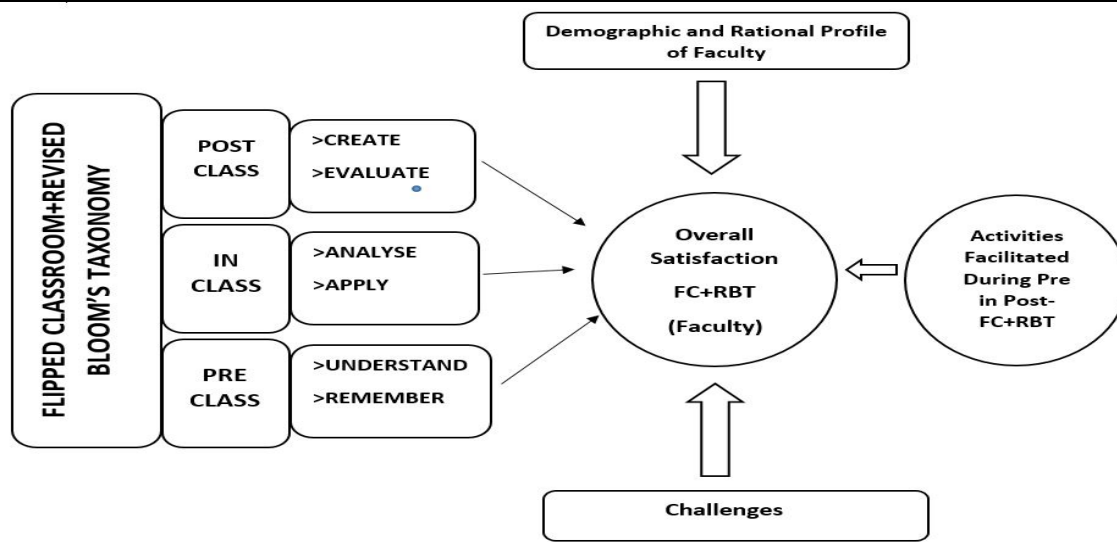
2.5. CHALLENGES OF FLIPPED CLASSROOM+ BLOOM'S TAXONOMY

Barbi Honeycutt (2013) discussed about the flappable moments in the regular classroom as a suggestion to the faculties in dilemma about flipping the classroom. The author came up with four moments which may the teacher to identify when the classroom can be inverted or flipped and the moments are "look out for confusion, lookout for fundamentals, look out for extra credit question, and look for boredom". The author has also mentioned that the teacher should ask themselves about how make the students understand and achieve the learning objective of the course.

Maryellen Weimer (2010), claimed that the teachers will not properly handle the students who shows resistant to change until or unless they understand the reasons for the resistant. The reasons for the resistance are self-image as learner, fear of the unknown, disjunction between learning and teaching styles, apparent irrelevance of the learning activity, inappropriate level of required learning and Students' dislike of teachers.

Chung Kwan Lo and Khe Foon Hew (2017), addressed the potential challenges of flipped classroom approach by reviewing journal publication about their flipped learning activities, student achievement, student attitude, and challenges. Challenges of implementing flipped classrooms were identified and categorized into student-related challenges, faculty challenges, and operational challenges.

Sandhu (2016), found the challenges that affect the implementation of the flipped classroom absence of prerequisites, dilution of teacher influence, sustenance of model, and selective flipping. Flipped classroom has been explored in an Indian setting using teacher interviews two major challenges of using flipped classroom in the classroom setup students not perusing the pre-class materials, and the in-class exercises not being engaging enough for the students (Das, 2015)



Conceptual Model:1.1

3. METHODOLOGY:

3.1 RESEARCH DESIGN:

The study used an exploratory design to identify the key factors that relate to benefits and challenges in implementing the model. The researcher had sent the proper instrument links participating institutions faculties and instructions to be given to the students. The key factors in the study that were examined were faculty's satisfaction, perception about the model, benefits and challenges of implementing the model, the pre class, in-class and post class activities perception. The researcher has used variables such as,

- I) Awareness of flipped classroom and bloom's taxonomy.
- II) Perception about the pre-class, In-class, post-class activities.
- III) Faculty satisfaction about the model
- IV) Faculty perception about the Benefits of implementing the model
- V) Faculty perception about the challenges of implementing the model

3.2 POPULATION:

The population of the study is the institutes recognized by the AICTE (AICTE, 2020) which are offering post graduate management course in Tamil Nadu. The sample for the study is selected from all the categories since the government and government aided categories minimal number of colleges all the 19 colleges was considered for the study whereas in the private Institution it has around 327 colleges for which multistage stratified random sampling method is employed.

3.3 SAMPLE SELECTION METHOD

The samples selected from the 327 college were based on the categories such as Year of establishment, Student strength, faculty strength, location of the Institute (Rural or Urban) and also based on the district. The colleges were initially separated into district and then they were sorted in ascending order based on the year of establishment and to select a college from the list of colleges available in a district we employed quartiles methods on the year of establishment to split them into 25 – percentile, 50 – percentile and 75- percentile respectively.

And then depending on other categories such as their student strength and location of the institute and number of colleges with in the percentile the highest in each category of every percentile was selected. This method was followed in selecting colleges from every district

The number of colleges by applying the mentioned sampling method was given below:

Category	Number
Government	12
Government aided	7
Private (Self-Finance)	105
Total	124

Table 1. number of colleges

From the above 124 colleges, 3 faculties were selected randomly for survey data which end up with a sample size of 370 faculties.

4. RESULTS

Table 1. Descriptive Analysis- Demographic Profile of Management Faculty

Variable	Features	Frequency of the respondents	Percentage	Cumulative Percentage
Gender	Male	161	43.5	43.5
	Female	209	56.5	100.0
Age	25 – 30 years	71	19.2	19.2
	31 – 40 years	147	39.7	58.9
	41 – 50 years	127	34.3	93.2
	51 – 60 years	22	5.9	99.2
	above 60 years	3	0.8	100.0
	Below 5 Years	51	13.8	13.8
	5-10 Years	68	18.4	32.2
Teaching Experience in Years	11-15 Years	113	30.5	62.7
	16-20 Years	106	28.6	91.4
	21-25 Years	30	8.1	99.5
	Above 30 Years	2	0.5	100.0
	Assistant Professor	216	13.8	13.8
Designation	Special Grade Assistant Professor	23	18.4	32.2
	Associate Professor	99	30.5	62.7
	Professor	20	28.6	91.4
	Head of the Department	11	8.1	99.5
	Dean	1	0.5	100.0
Specialization	Marketing	161	43.5	43.5
	HR	137	37.0	80.5
	Finance	50	13.5	94.1
	Production (Operation)	12	3.2	97.3
	Systems	10	2.7	100.0
Institution Type	Private College	258	69.7	69.7
	Government University	6	1.6	71.4
	Private University	45	12.2	83.5
	State University	5	1.4	84.9
	Deemed University	51	13.8	98.6
	Standalone B school	5	1.4	100.0
Income	Below Rs 40000	152	41.1	41.1
	40001-50000	108	29.2	70.3
	50001-80000	83	22.4	92.7
	80001 & 100000	26	7.0	99.7
	Above 100000	1	.3	100.0
Highest Qualification	Masters	78	21.1	21.1
	M.Phil.	29	7.8	28.9
	Ph.D.	261	70.5	99.5
	Other:	2	.5	100.0
Location	Urban	230	62.2	62.2
	Semi-Urban	90	24.3	86.5
	Rural	50	13.5	100.0
	Below 30	19	5.1	5.1
Your Class Strength	30-40	45	12.2	17.3
	41-50	73	19.7	37.0
	51-60	200	54.1	91.1
	61-70	33	8.9	100.0
No of Teaching Methodology/FDP attended	None	29	7.8	7.8
	1-3	138	37.3	45.1
	4-6	117	31.6	76.8
	6 & above	86	23.2	100.0

It is observed that (51.5%) of the Management Faculty are female and (48.5%) of Management faculty are male. More than two third (64%) of the respondent belongs to the age group of 20 to 22 years, and 28% of the faculty members are in the age of 23 to 26 years and remaining 8% of the faculty members are in the age of 27 – 30 years. The data has given an insight that (80%) of the faculty members have pursued second year and (20%) of them are first year. Regarding the specialization, the respondents having 27% of Marketing, the respondents having 34% of HR, the respondents having 30% finance, followed by (28%) of them having less than 10% of faculty are having other than specialization. The preferred choice of teaching method of Faculty members is more (84%) for blended with ICT compared to rely solely on ICT. The trend of prevailing use computer in teaching is considerably more and the table shows that 44% of the respondents are using the computer in academics for more than 10 years.

4.2 UNDERSTANDING FACULTY PERSPECTIVES ABOUT THE INTEGRATION OF FLIPPED CLASSROOM AND BLOOMS TAXONOMY MODEL THROUGH VARIOUS ACTIVITIES

Table 4.2. faculty perspectives about integrated flipped classroom and revised blooms taxonomy approach.

Question	Strongly	Disagree	Neither agree	Agree	Strongly
Q.NO 1	13(3.5%)	7(1.9%)	35(9.5)	111(30%)	204(55.1)
Q.NO 2	7(1.9%)	14(3.8%)	51(13.8%)	167(45.1%)	131(35.4%)
Q.NO 3	15(4.1%)	55(14.9%)	128(34.6%)	104(28.1%)	68(18.4%)
Q.NO 4	13(3.5%)	38(10.3%)	76(20.5%)	117(31.6%)	126(34.1%)
Q.NO 5	23(6.2%)	26(7%)	88(23.8%)	117(31.6%)	116(31.4%)
Q.NO 6	18(4.9%)	32(8.6%)	84(22.7%)	130(35.1%)	106(28.6%)
Q.NO 7	19(5.1%)	20(5.4%)	95(25.7%)	125(33.8%)	111(30%)
Q.NO 8	11(3.0%)	29(7.8%)	107(28.9%)	114(30.8%)	109(29.5)
Q.NO 9	5(1.4%)	28(7.6%)	69(18.6%)	135(36.5%)	133(35.9%)
Q.NO 10	24(6.5%)	14(3.8%)	87(23.5%)	134(36.2%)	111(30%)

Q.NO	QUESTIONS- Indicate the extent to which help me to remember and understand through
1	Flipped classrooms to be more engaging than traditional classrooms.
2	Positive correlation between the flipped classroom and student grades.
3	Students are resistant to flipping.
4	Students could adapt to a flipped classroom and Revised Blooms Taxonomy Approach
5	Students asked more questions in a flipped classroom than in a traditional classroom.
6	Students arrived better prepared for a flipped class.
7	Flipping encourages students to be more collaborative.
8	Students are aware of the value of a flipped classroom experience.
9	Students are comfortable using the technology.
10	Build relationships and community in a flipped learning environment.

In this survey, faculty were asked to select their response on a Likert type scale that ranged from 5 = strongly agree to 1 = strongly disagree. The above indicates, how faculty indicate their perception about the integration of flipped classroom and blooms taxonomy model under various circumstances. 85.1% of the faculties opined favorably towards Indicate the extent to which help them to remember and understand through Flipped classrooms to be more engaging than traditional classrooms. Similarly, 80.5% of the faculties opined a Positive correlation between the flipped classroom and student grades. 46.5% of the faculties voted that Students are resistant to flipping. 65.7% of the faculties favorably voted that Students could adapt to a flipped classroom and Revised Blooms Taxonomy Approach. 63% of the faculties opined that Students asked more questions in a flipped classroom than in a traditional classroom. 63.8% of the faculties agreed that flipping encourages students to be more collaborative.

4.3. BLENDED DIGITAL LEARNING RESOURCES AWARENESS OF FACULTY

Table 4.3.1 Blended digital learning resources awareness level by faculty

Q.NO	Unaware	Slightly	Somewhat	Moderately	Highly aware
1	13(3.5%)	2(05%)	26(7%)	61(16.5%)	268(72.4%)
2	28(7.6%)	5(1.4%)	24(6.5%)	57(15.4%)	256(69.2%)
3	26(7.0%)	7(1.9%)	56(15.1%)	44(11.9%)	237(64.1%)
4	26(7.0%)	22(5.9%)	43(11.6%)	74(20%)	205(55.4%)
5	38(10.3%)	24(6.5%)	43(11.6%)	73(19.6%)	192(51.9%)
6	33(8.9%)	14(3.8%)	66(17.8%)	68(18.4%)	189(51.1%)
7	12(3.2%)	9(2.4%)	44(11.9%)	40(10.8%)	265(71.6%)
8	7(1.9%)	4(1.1%)	31(8.4%)	82(22.2%)	246(66.5)
9	20(5.4%)	19(5.1%)	41(11.1%)	58(15.7%)	232(62.7%)

Table 4.3.2 questions to check Blended digital learning resources awareness of faculties

Q.NO	QUESTIONS
1	Awareness of blended digital learning resources activities which help me to remember and understand through SWAYAM
2	Awareness of blended digital learning resources activities which help me to remember and understand through NPTEL
3	Awareness of blended digital learning resources activities which help me to remember and understand through COURSEERA
4	Awareness of blended digital learning resources activities which help me to remember and understand through EDX
5	Awareness of blended digital learning resources activities which help me to remember and understand through IIM-BX
6	Awareness of blended digital learning resources activities which help me to remember and understand through KHAN ACADEMY
7	Awareness of blended digital learning resources activities which help me to remember and understand through SLIDESHARE
8	Awareness of blended digital learning resources activities which help me to remember and understand through YOUTUBE EDUCATION CHANNEL
9	Awareness of blended digital learning resources activities which help me to remember and understand through YOUTUBE EDUCATION CHANNEL

The faculties opinioned favorably towards awareness of blended digital learning resources activities which help them to remember and understand through NPTEL (84.6%), Course era (76%), EDX (75.4%), IIM-BX (71.6%), Khan Academy (69.5%), SlideShare (82.4%), YouTube Education Channel (88.7%) and TED (78.4%).

86% of the faculty members attend the online classes through laptops. 78.7% of the faculty opined favorably towards ICT resources available in their respective institutions. 47% of the faculty members conduct their online classes through Google classroom. Majority of the faculty members agreed to the fact that ICT resources available in their respective institutions such as smart classes, Institution email provided for each Faculty, digitally embedded classes with public address system, in Institution Digital Library and resources etc....

4.4. PREFERRED RANKING OF PRE-CLASS, IN CLASS AND POST CLASS ACTIVITIES BY MBA FACULTY BASED ON FRIEDMAN'S TEST.

Pre class activities offered by the faculty	Mean Rank	Preference
Pre class activities - Readings	5.49	1
Pre class activities - Power point slides	5.11	2
Pre class activities - Lecture Videos	4.70	3
Pre class activities - Discussion Board /Chart Rooms	4.27	6
Pre class activities - Concept Maps	3.80	8
Pre class activities - Definition and Terminology	3.94	7
Pre class activities - Memory activities	4.31	5
Pre class activities - Conceptual demonstration with examples	4.39	4
In class activities offered to faculty	Mean Rank	Preference
In- class activities - Student-led discussions	6.58	1
In- class activities - Real world examples / Worked examples	6.63	2
In- class activities - Group activity /Team activities	5.92	3
In- class activities - In class voting/Polling	4.94	7
In- class activities - Analysis of literature	5.26	6
In- class activities - In class debate	5.83	5
In- class activities - video case/case analysis	5.88	4
In- class activities - Gamification	4.65	9
In- class activities - Mind map /Concept map	4.52	10
In- class activities - Simulation exercise	4.79	8
Post class activities offered to faculty	Mean Rank	Preference
Post- class activities - Field work	3.28	1
Post- class activities - Online discussion Board/Chat room	3.23	2
Post- class activities - Report	3.13	3
Post- class activities - Develop and describe new solutions	2.61	5
Post- class activities - Develop criteria to evaluate product	2.75	4

Friedman Mean ranking method was used to rank the different types of activities and assessments offered to faculty. It was inferred that for pre class activities and pre class assessments, Conceptual demonstration with examples has been ranked fourth, readings ranked one, Power point slides ranked second and Lecture Videos has been ranked third as per faculty's perception, among the pre class assessments, quizzes ranked one, MCQ's ranked second and Video case/Case analysis has been ranked third as per faculty's perception. Among the different types of In- class activities and In -class assessments offered to faculty, it was inferred that Student-led discussions has been ranked one, Real world examples / Worked examples ranked second and Group activity /Team activities has been ranked third and Video making has been ranked one, Debate/discussion forum on the concept ranked second and Case study discussion/presentation/case analysis has been ranked third as per faculty's perception respectively. Among post-class activities and post class assessments, it was inferred that Field work has been ranked one, Online discussion Board/Chat room ranked second and Report has been ranked third and Assignment / Report has been ranked one, Project or research or Field work report or Research projects ranked second and written and/or oral exams has been ranked third as per faculty's perception respectively.

4.5. CHALLENGES FACED BY FACULTY MEMBERS

Table 4.5.1 challenges faced by faculty members

Challenges	Mean	Preference
Challenges of Flipped Classroom + Revised Taxonomy - Lack of support	6.51	1
Challenges of Flipped Classroom + Revised Taxonomy - Competing	6.19	4
Challenges of Flipped Classroom + Revised Taxonomy -Not valued by	5.66	9
Challenges of Flipped Classroom + Revised Taxonomy - Student	6.12	5
Challenges of Flipped Classroom + Revised Taxonomy - My experience and	5.88	7
Challenges of Flipped Classroom + Revised Taxonomy - Other	6.42	2
Challenges of Flipped Classroom + Revised Taxonomy -More Pre-class	6.22	3
Challenges of Flipped Classroom + Revised Taxonomy -Lack of student's	5.64	10
Challenges of Flipped Classroom + Revised Taxonomy -Affordability to buy	5.56	11
Challenges of Flipped Classroom + Revised Taxonomy -Lack of guidelines	5.80	8
Challenges of Flipped Classroom + Revised Taxonomy -Lack of training on	6.01	6

The above table showing Friedman Mean ranking method was used to rank the different types Challenges (FC+RBT) offered to faculty. From the above table it was inferred that lack of support (resources/ funding/space/Digital Infrastructure/Internet access) has been ranked one, other responsibilities required by my position ranked second and more Pre-class work when compared to traditional class room methods ranked third as per faculty's perception.

It was also inferred through Friedman mean ranking method that majority of the participants are aware about the blended learning digital resources through SWAYAM which is ranked as first, NPTEL which is ranked as second and YouTube educational channel which is ranked as third based on faculty perception.

Friedman Mean ranking method was also used to rank the different types assessment of ICT resources available in institutions which is offered to faculty. From the primary data collected it was inferred that Institution WIFI enabled environment has been ranked one, Windows OS ranked second and Laptop and PCs has been ranked third as per faculty's perception.

5. DISCUSSION

The integration of flipped classroom and Blooms Taxonomy offers a productive technique for content guidance for teachers that additionally gives the chance to students to have hands on experience with the material. Based on the perspectives of the faculty members in this study, it can be concluded that the hybrid model of flipped classroom and Blooms Taxonomy offers teachers benefits in the classroom. The perceptions of the faculty members helped to provide an insight into this hybrid instructional model. Major portion of the faculty members liked to teach the students through various pre class activities and assessments (readings, conceptual demonstrations with examples), in class activities and assessments and post class activities and assessments. This gives a clear picture that the majority of the faculty members participated in this study like to perceive the integration of flipped classroom with Blooms Taxonomy over traditional classroom teaching.

Generally speaking, teachers utilizing flipped classrooms and RBT has announced advantages that have different teachers truly thinking about this educational strategy, while there might be a few hindrances to executing this technique, for example, the formation of the video content and the change to a more student focused classroom, eventually, in the end, the content can be more efficiently covered, and students gain extra time to be able to work with the content. Findings from this study gave knowledge into how teachers would then be able to give more individualized guidance, which assists students to cope up with the difficulties faced by the students in their studies. Researching a portion of the apparent barriers of the flipped classroom found in this study could be beneficial for better understanding these challenges.

Most of the faculty members are aware about the blended learning techniques NPTEL, SWAYAM, and through YouTube educational channels. And many of them prefer to teach with the help of this blended learning techniques. Even though faculty members are well aware about the blended learning techniques and usefulness of ICT resources in teaching they are not utilizing it fully to improve and install their teaching methods, since they face many challenges while resuming it in real world.

The main challenges of Flipped Classroom + Revised Taxonomy is Lack of support. This may include the unavailability of sufficient resources, resistance in funding from institutions, lack of internet accessibility and digital infrastructure. From the primary data collected it is obvious that ICT resources available in their respective institutions such as smart classes, Institution email provided for each Faculty, digitally embedded classes with public address system, in Institution Digital Library and resources

etc., but these are not up to the level to install and resume integration of flipped classrooms and Blooms Taxonomy as per the perception of the faculty members.

Srivastava (2014) cited flipped classroom as the new and modernized approach in teaching-learning process to meet students' expectations. The study would attempt to change the current classroom learning environment in management education to an advanced way of learning emphasizing higher order thinking by applying novel Integrated Flipped Classroom with Bloom's Modified Taxonomy (IFCBMT) framework among the management students, which will certainly facilitate employability. The results of this proposed study help in developing strategies for reviving management education in India. Formulation of policies with a directional approach for higher educational institutions to make the management graduates in the country. The findings of this study also empower management grads to imbibe employability skills and be better placed in order to contribute to the economic growth and development of the country.

6. RECOMMENDATION

Adding in a student viewpoint may help give a superior thought of precisely how the students see this strategy for guidance. This could uncover a few misguided judgments that the students may have, as well as expected ideas for enhancements from these digital natives. In light of the themes produced from this investigation, future research could expand the research questions to incorporate student participants, who could offer extra understanding into this informative methodology. The student's centered learning pedagogy model proposed in this work fosters the creative ability of the students in problem solving situations and also digital approach for applying the principles of good assessment and instant feedback to assessment obtained to students. (Brindha, 2018)

The benefit of flipped learning as it relates to Bloom's taxonomy is that students are actively helped supported during some of the activities that require higher order thinking was highlighted by Talbert (2012). Many of the same general themes such as the perceptions of various Pre class, in class as well as Post class activities and assessments can be still applied to extract the student perceptions on the integration of flipped classroom and Blooms Taxonomy for improving the standard of the teaching.

The results of this proposed study may help in developing strategies for reviving management education in India. Formulation of policies with a directional approach for higher educational institutions to make the management graduates in the country. For teachers, relying on the taxonomy allows them to establish specific targets according to which areas they wish to address or enhance, as well as outlining a learning plan that allows each student to move forward – from the base to the top of the pyramid as acclaimed by (Redacción Realinfluencers, 2016). The findings of this study may empower management grads to imbibe employability skills and be better placed in order to contribute to the economic growth and development of the country.

According to Karp & Fletcher (2014), if used efficiently, technologies have the potential to address a range of student and institutional needs, because these technologies can contribute to improve student outcomes by fundamentally changing the way students are guided and supported. This study pointed out the major perceived challenges that are hindering the execution of flipped classrooms and blooms taxonomy methodology in real world. This study could be worthwhile for investigating some of the perceived barriers for the execution of this model. For overcoming some of the barriers the faculty members from different institutions have to collaborate with each other, especially with those who did not feel confident and comfortable with technology despite the fact that the level of refinement would be insignificant. These collaborations will help the other faculty members who are not well versed in technology to learn and update their knowledge. This in turn encourage more and more faculty members to come out from the traditional learning methods and enter in to the hybrid and well efficient teaching strategies like integration of Flipped classroom and Blooms Taxonomy.

7. CONCLUSION

Active learning strategies have proven to impact the student learning environment and increase engagement. However, the practices used in active learning often consume a large portion of class time that is also needed to fulfil course content coverage requirements. Flipped classroom-blooms taxonomy model presents a solution to this issue along with offering numerous other benefits. Despite this knowledge, higher education faculty may continue to utilize traditional instructional delivery methods because there is a gap in the literature and resources available providing faculty the support needed to transition pedagogical approaches.

There is need of transformational change with a view to present changing scenario. AICTE has a pivotal role to play in streamlining and overhauling Indian management education system with many checks and balances but at the same time it is the responsibility of all stakeholders of higher educational institutions imparting business education that new identity should be made in which they can be named for excellence in solving business problems, faculties of sound academic background with strong business and industry insights along with stimulated and simulated case studies can bring out the best results in quality of management education in India. Flipped classroom and Blooms revised taxonomy concepts in preparing management students in becoming more employable.

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