

# **Government Degree College Kaffota District Sirmaur, Himachal Pradesh**

## ***Ranking of Government Colleges in HP – 2025***

### **Criterion 1: Teaching Learning**

#### **Key Indicator 1.1: Mode of teaching**

#### **Metric 1.1.3: Flipped Classroom**



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# **RANKING FRAMEWORK**

## **1 TEACHING LEARNING**

### **1.1. Mode of teaching**

#### **1.1.3. Flipped Classroom**

**Response: Yes**

The flipped classroom is an innovative pedagogical strategy that inverts traditional teaching and learning dynamics. In this method, students first explore new content on their own, usually through online resources, videos, or reading materials, outside the classroom. The goal is to use class time for active learning and social interaction, while moving content delivery outside of class. Thus, classroom time is dedicated to discussions, problem-solving, and applying the knowledge in interactive, collaborative activities under the guidance of the teacher.

This student-centred approach promotes deeper engagement, critical thinking, collaborative learning, and application of knowledge, aligning with the objectives of outcome-based education and the National Education Policy (NEP) 2020.

At Government Degree College Kaffota, located in a remote rural area of Sirmaur district, faculty members have made conscious efforts to incorporate elements of the flipped classroom methodology where feasible. Teachers occasionally assign pre-class preparatory materials – such as textbook readings, shared notes, or freely available online videos – to enable students to acquaint themselves with basic concepts beforehand. Classroom sessions are then utilised for interactive discussions, clarification of doubts, group activities, and practical application of concepts.

However, full-scale implementation of the flipped classroom is constrained by several contextual factors prevalent in this rural institution. The college primarily caters to students from economically weaker and underserved backgrounds, many facing challenges related to limited access to personal devices and reliable internet connectivity in remote villages. These issues contribute to the digital divide, affecting consistent pre-class engagement. The government will have to take initiatives for digital inclusion by bridging digital divide and providing adequate ICT facilities in the college.

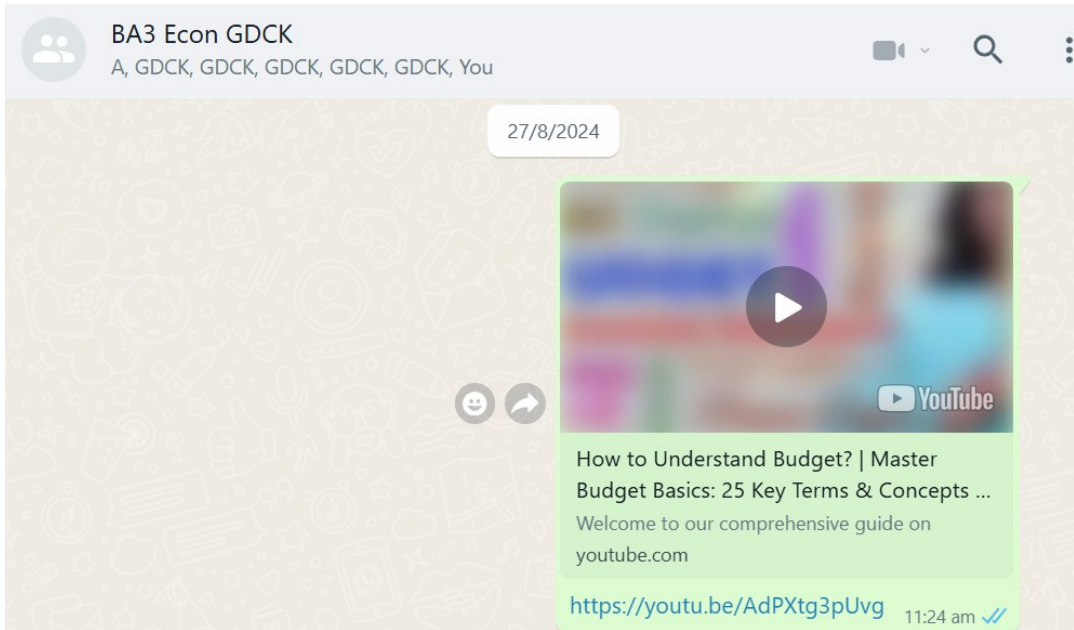
The pre-class learning response is low among some students who might be struggling with self-motivation and lack of time management.

Moreover, creating high-quality pre-class digital content requires significant time and resources, which is challenging amid faculty workload and limited ICT

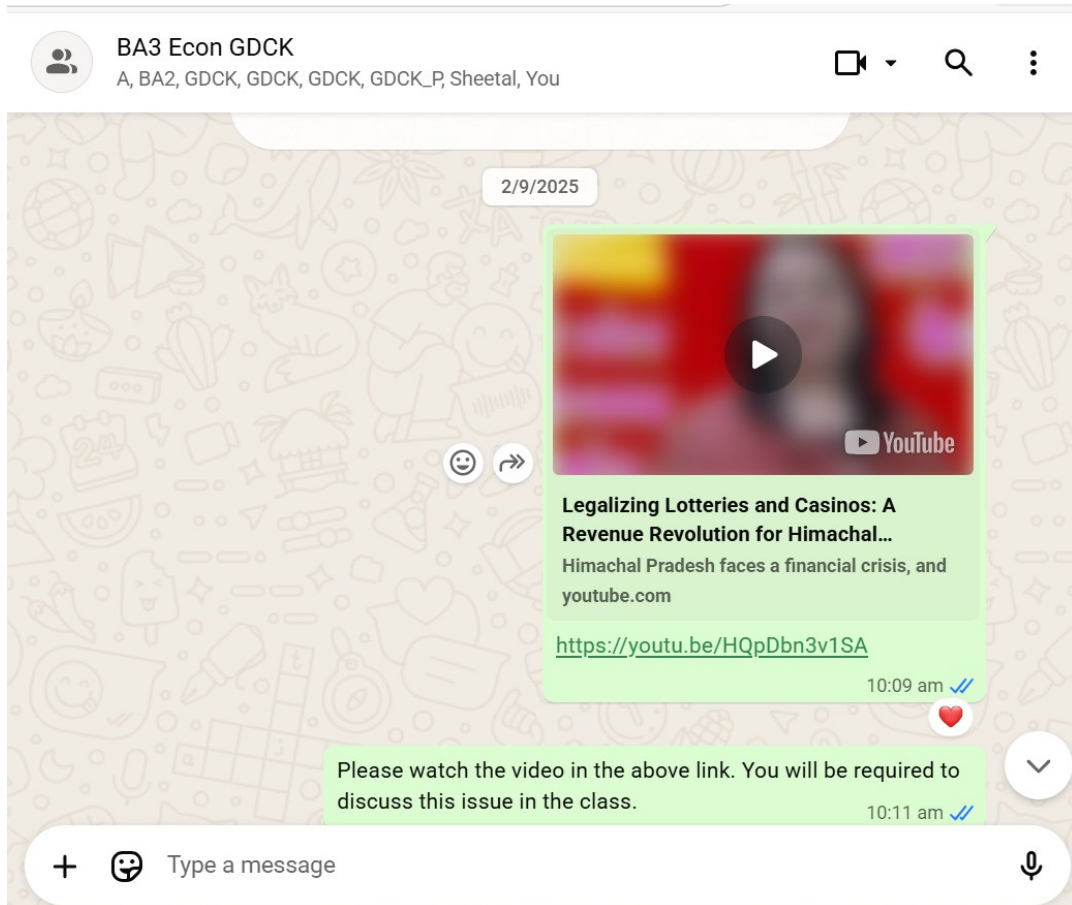
infrastructure. The ongoing rationalisation of teaching staff in government colleges by the government will need to consider that flipped teaching methodology cannot be effectively and efficiently implemented if there is overload of work on the teachers. Instead of the quantity, quality of education should be emphasized.

The college continues to prioritise enhancement of ICT facilities and faculty development to progressively adopt more experiential and innovative teaching methods for improved learning outcomes.

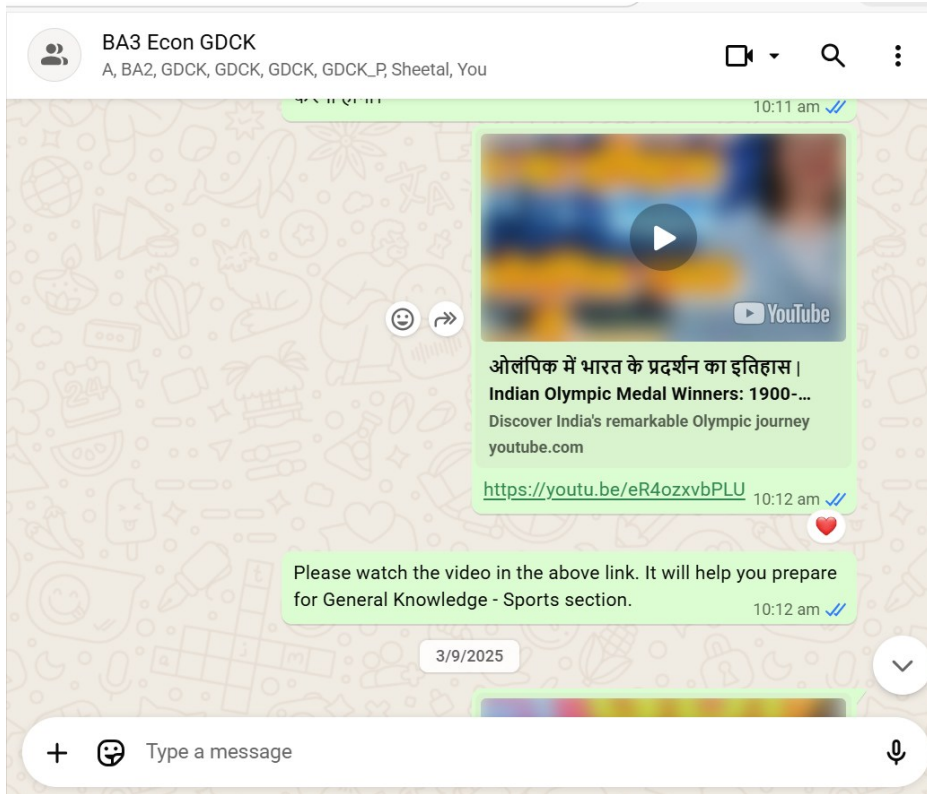
**a. Screenshots of WhatsApp Groups Sharing Pre-Class Study Materials**



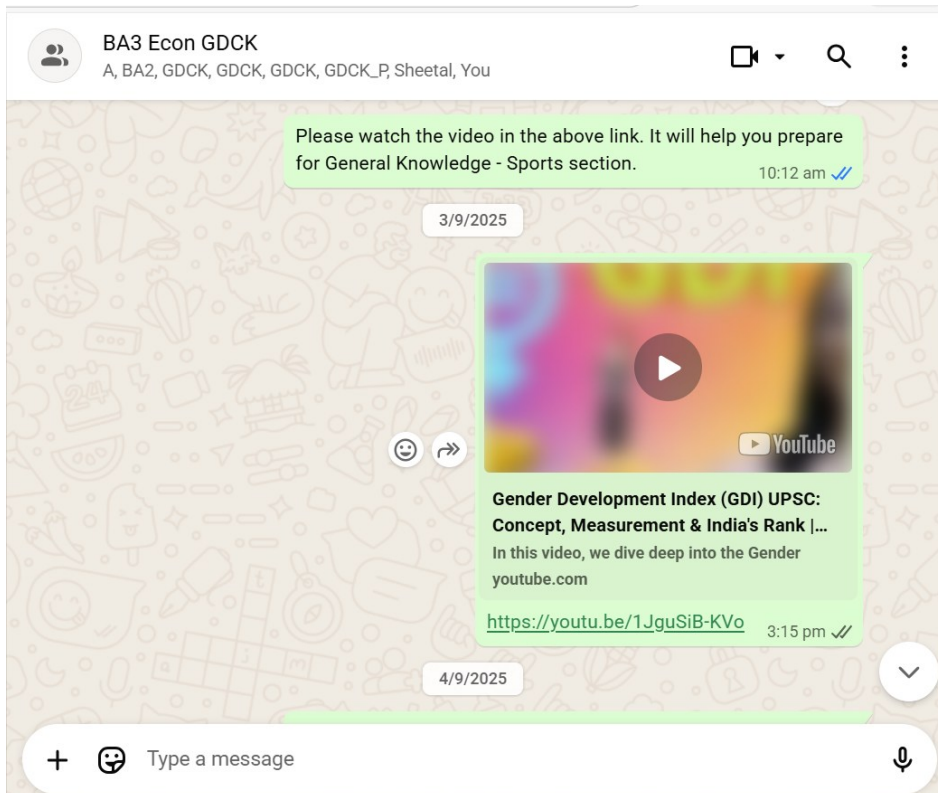
**Screenshot 1**



Screenshot 2



Screenshot 3

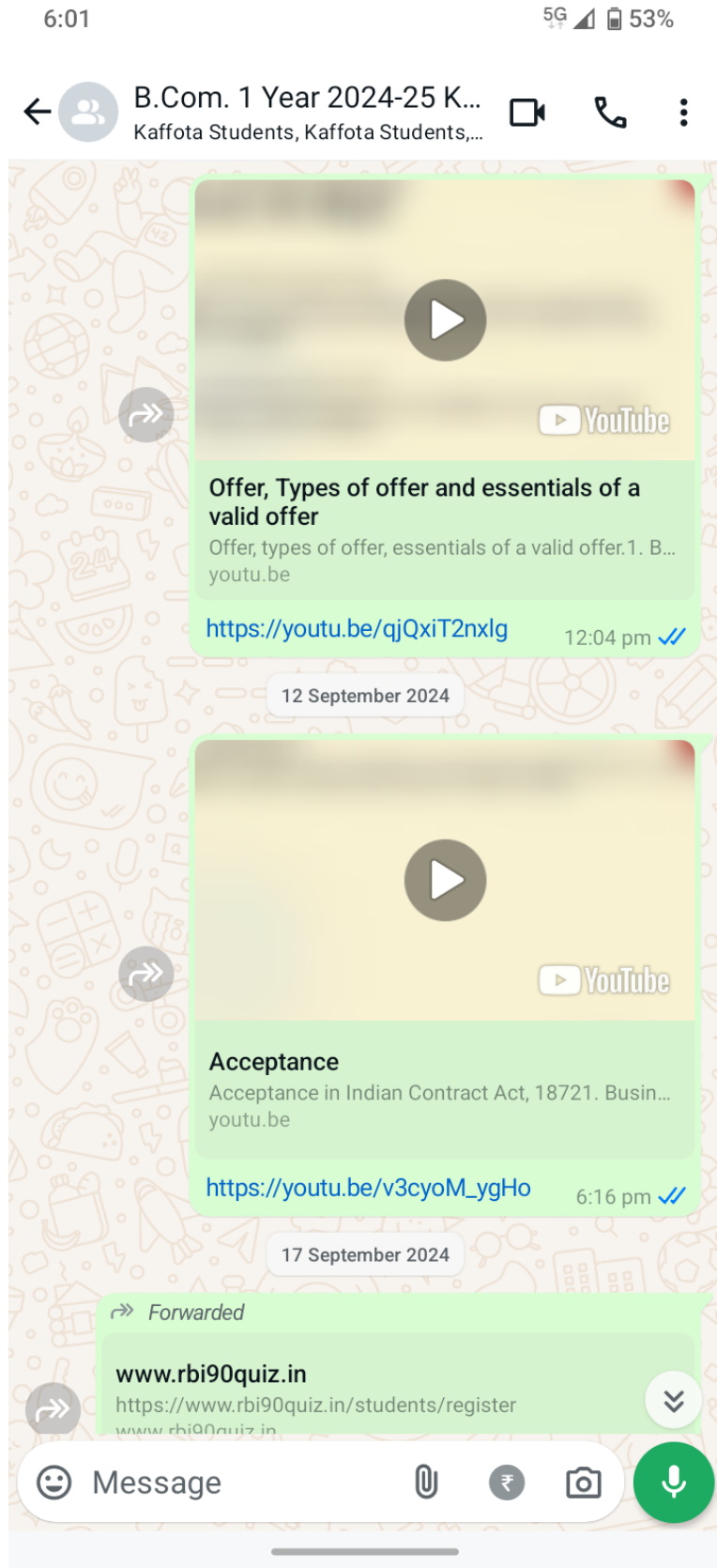


Screenshot 4

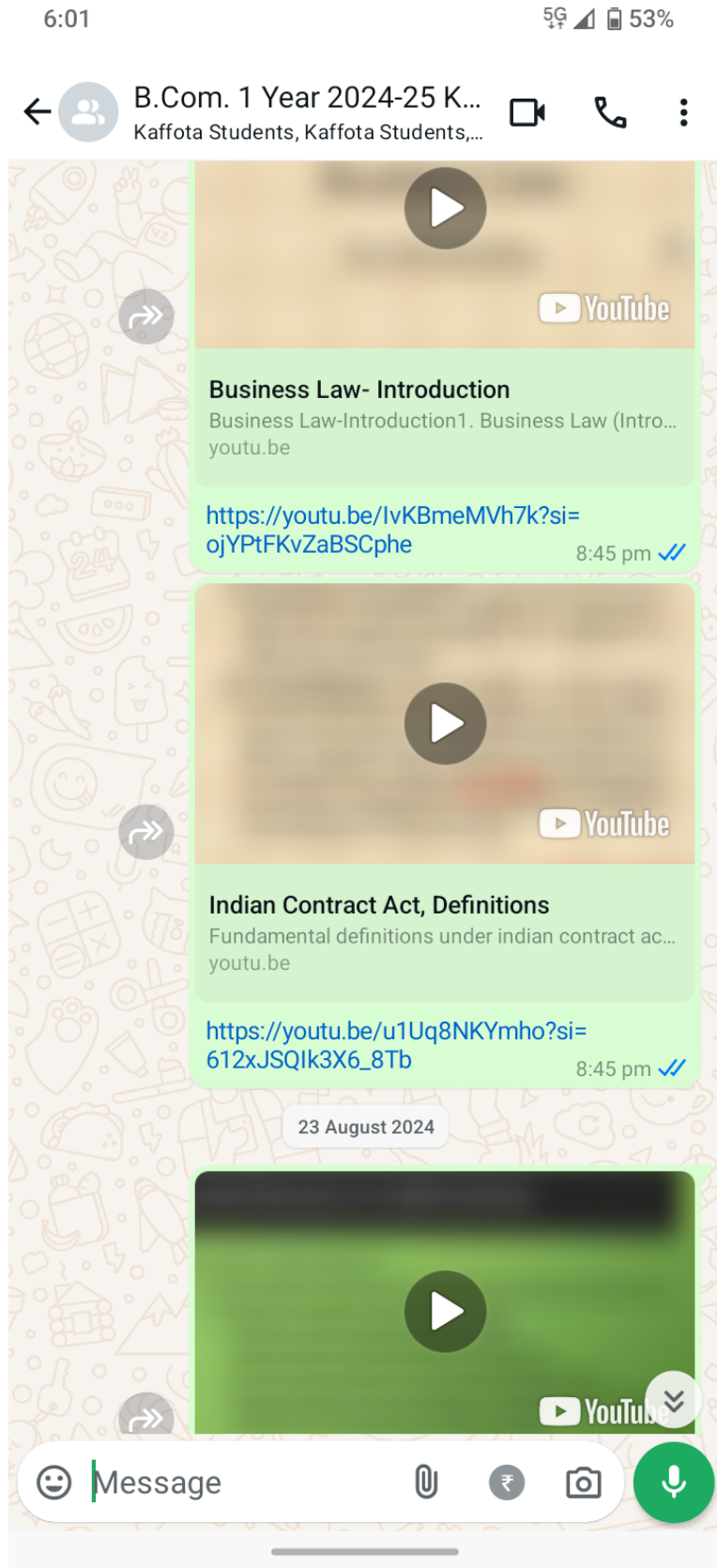
Self-Assessment Report, 2025



Screenshot 5



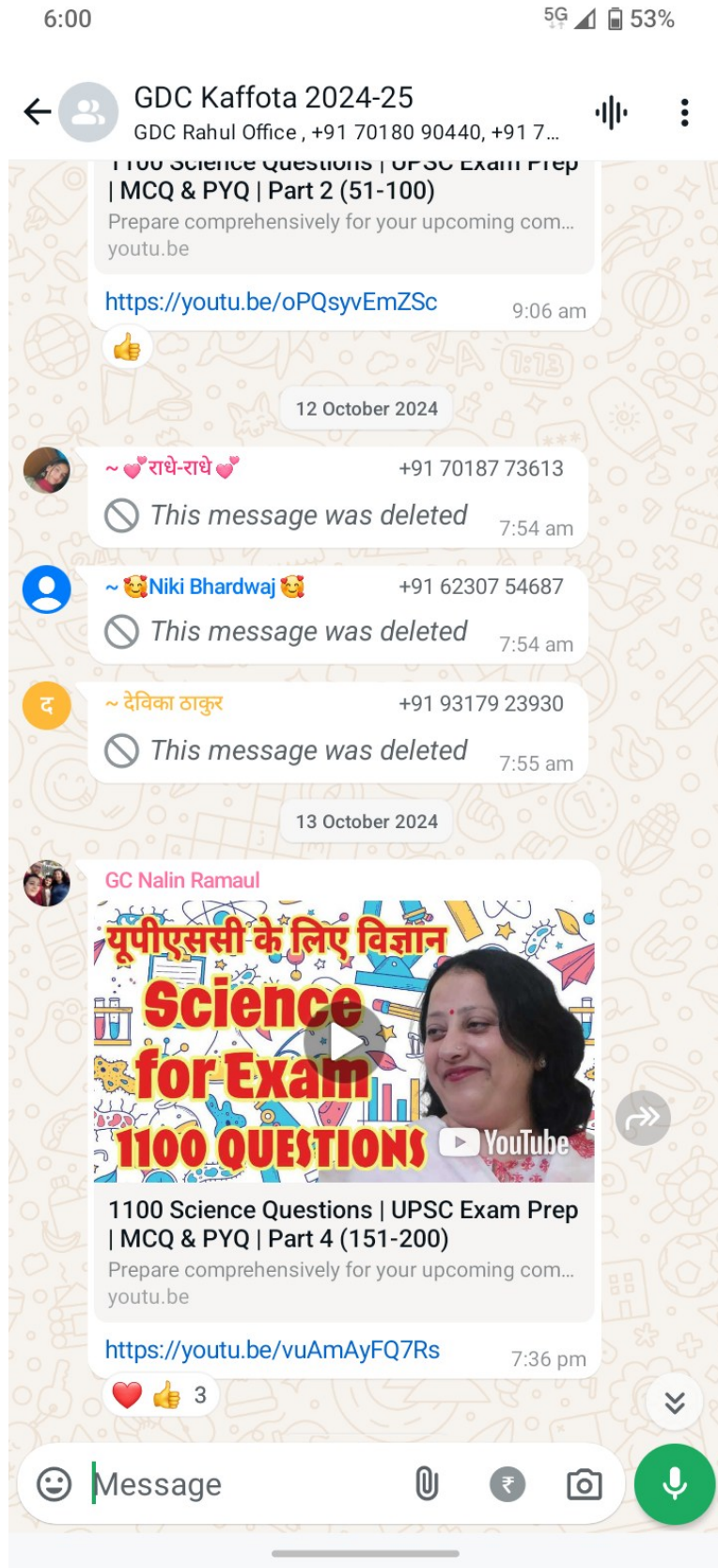
Screenshot 6



Screenshot 7



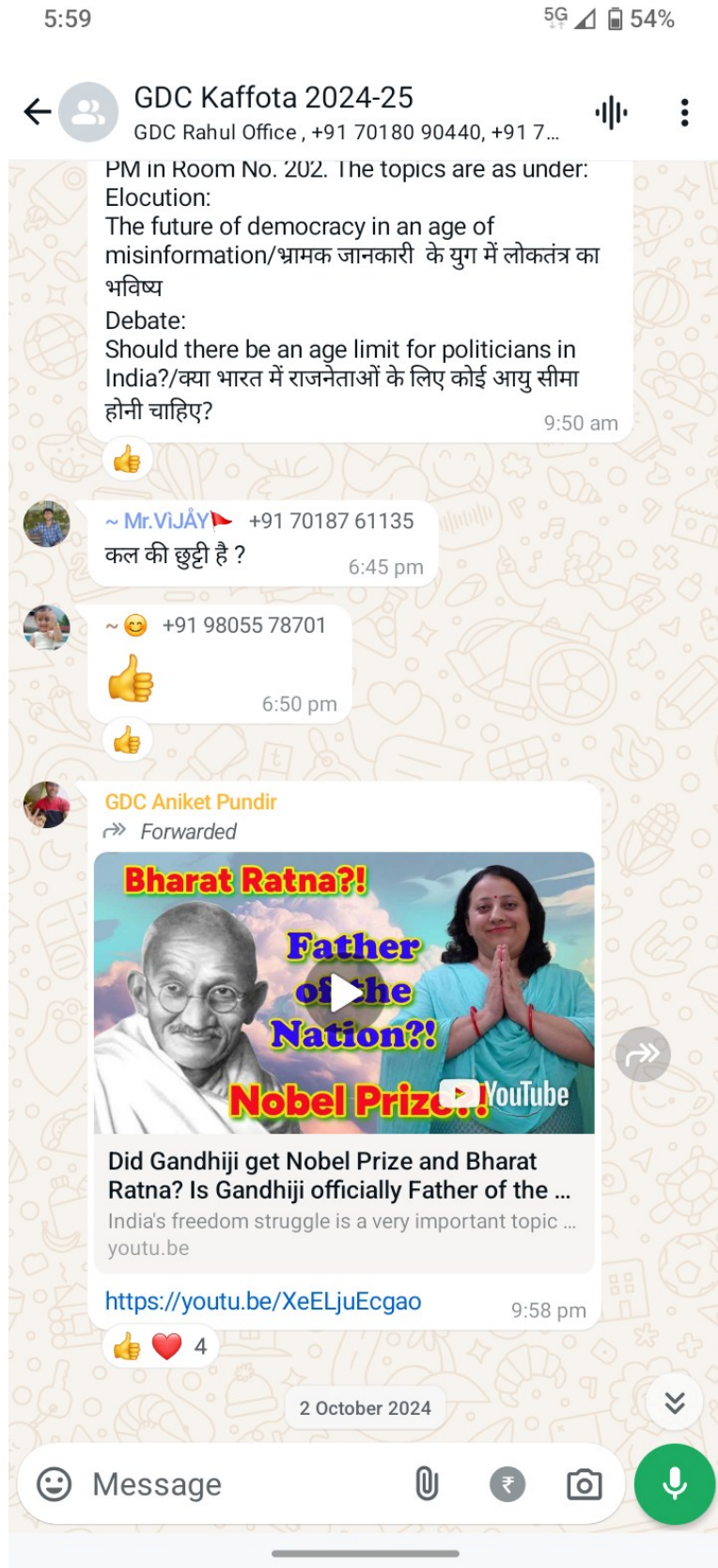
Screenshot 8



Screenshot 9



Screenshot 10



Screenshot 11