

## CONTENTS

Chapter no.	Title	Page no.
	<i>Certificate of Declaration</i>	i
	<i>Certificate of Originality</i>	ii
	<i>Acknowledgements</i>	iii-iv
	<i>Contents</i>	v-vii
	<i>List of Tables and Graphs</i>	viii
	<i>List of Figures</i>	ix
	<i>Abstract in English and Hindi</i>	x-xiv
<b>1.</b>	<b>INTRODUCTION</b>	<b>1-50</b>
1.1	Emergence Of Technology In Education	1
1.2	Conceptual Frame Work Of Flipped Classroom	13
1.3	Historical Background of Flipped Classroom	13
1.4	Legal and Ethical Ways to Deal with e-Learning	22
1.5	Challenges of Flipped Classroom	24
1.6	Opportunities for Flipped Classroom:	25
1.2.1.	The emergence of Metacognition in Education	26
1.2.2.	Definition of Metacognition:	27
1.2.3.	Relationship of Metacognition and Cognition	27
1.2.4.	Metacognition in Historical Context	28
1.2.5.	Metacognition in the Conceptual Context	31
1.2.6.	Impact of Metacognition on Cognitive Behaviour	32
1.3.1.	Classroom Environment	34
1.3.2.	Structure in Lesson Planning for the Classroom	38
1.4.1.	Academic Achievement	41
1.4.2.	Assessing Levels of Learning	42
1.4.3.	Importance of Academic Achievement	44
1.5.	Significance of the study	46
1.6.	Statement of the problem	47
1.7.	Objectives of the Study	47

1.8.	Hypothesis of the Study	48
1.9.	Operational definitions of key terms	48
1.10.	Delimitation of the study	50
<b>2.</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>51-108</b>
2.1.	Review related to ICT and Flipped Classroom in India	51
2.2.	Researches Conducted in Abroad on ICT and Flipped Classroom	51
2.3.	Researches Conducted In India Specifically On Flipped Classroom	70
2.4.	Researches Conducted In Abroad On Flipped Classroom	71
2.5.	Researches on Metacognition	80
2.6.	Researches Conducted On Classroom Environment	87
2.7.	Researches Conducted On Academic Achievement	98
2.8.	Research gap	105
<b>3.</b>	<b>RESEARCH METHODOLOGY USED</b>	<b>109-128</b>
3.1.	Research Study Framework	110
3.2.	Variables used	111
3.3	Sample of the Research	111
3.4	Tools used	112
3.4.1	Procedure of Metacognition scale for teacher trainees construction	112
3.4.2	Procedure of Classroom Environment Inventory construction	115
3.4.3	Administration of the tools used	117
3.4.4	Scoring of Metacognition scale for teacher trainees	117
3.4.5	Scoring for Classroom Environment Inventory	118
3.4.6	Scoring of Academic Achievement	119
3.4.7	Flipped Classroom	119
3.5	Procedure of Experiment Research	120
3.5.1	Meaning	121
3.5.2	Experimental stages	121
3.5.3	Benefits from this design	122
3.5.4	Experimental threats	122
3.6	Difficulties faced by the Researcher	125

3.7	Handling Ethical issues	126
3.8	Statistical techniques used	127
<b>4.</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	<b>129-150</b>
	Objective 1 and Hypothesis 1 analysis through t-test	131
	Objective 2 and Hypothesis 2 analysis through t-test	133
	Objective 3 and Hypothesis 3 analysis through t-test	134
<b>5.</b>	<b>FINDINGS, DISCUSSION AND SUGGESTIONS</b>	<b>151-164</b>
5.1.	Major Findings	153
5.2.	Discussion	154
5.3.	Educational implications	157
5.4.	limitations of the study	160
5.5.	Suggestion for Further research	160
5.6.	Expected Policy Implication of the study	163
5.7.	National Importance Of The Study	163
	<b>SUMMARY</b>	<b>165-188</b>
	<b>BIBLIOGRAPHY</b>	<b>189-205</b>
	<b>Appendices</b>	
<b>I</b>	Meta-cognition Scale for Teacher Trainees	
<b>II</b>	Classroom Environment Inventory	
<b>III</b>	Achievement Test for B.Ed. Students	
<b>IV</b>	Published Paper on Ph.D. 1. Flipped Classroom a New Paradigm in Higher Education Pedagogies 2. Metacognitive Strategies: A Way to Enhance Self-Learning	
<b>V</b>	List of the Activities performed during Ph.D. Program	