

WEB TABLE I MISCONCEPTIONS AND REALITY ABOUT FLIPPED CLASSROOM

<i>Misconception</i>	<i>Reality</i>
The Flipped Classroom means video lectures.	It is active learning, problem solving during class.
It requires internet connection.	Paper handout will suffice for communicating.
By providing pre-reading material and videos, work of faculty will be minimized.	In fact, it will require more efforts on part the faculty for preparing in class activities as per the gaps revealed by pre-class evaluation.
This means student will stop coming to the class.	No, attendance increases, freeing time from passive to active learning.
Learning will be better if student see and hears the teacher in person during lecture.	Teacher can adapt his class to the learning level of the student and benefits both the average and advanced learner.
Flipped Classroom will replace all lectures.	Traditional lectures are useful for apprising facts. Mix of both is required based on judgement of the instructor [35].
Flipped Classroom means personalized learning.	The initial flip, rather than being an end, becomes an opening of a door towards other pedagogical strategies. They may lead to peer instruction, problem-based learning, constructionist learning, a focus on collaboration — which help develop higher-level and longer-lasting learning.
The Flipped Classroom makes learning more efficient.	It will not help in memorizing factual data but prepare the student to move ahead.
It requires mastery of technology.	No. This can happen even without technology.