REPORT ON FLIPPED CLASSROOM TEACHING METHODOLOGY

Course: B.Sc. Chemistry, 2nd Year

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Introduction

A flipped classroom is an innovative, student-centred teaching methodology that reverses the traditional pattern of classroom instruction. A flipped classroom session was conducted for B.Sc. 2nd year Chemistry students on the topic "Le- Chatlier Principle & its applications." This pedagogical approach aimed to enhance student engagement and deepen understanding by having students review instructional materials before class, allowing in-class time for active learning activities.

Pre-Class Preparation and Independent Learning

2. Pre-Class Preparation

Students were provided with the following resources to study before the session:

• **Lecture**: An introductory Lecture on the Le -Chatlier Principle, covering its definition and basic applications

• **Reading Materials**: Articles and textbook excerpts detailing the influence of Le -Chatlier Principle on equilibrium.

• **Practice Problems**: A set of problems to apply concepts related to Le -Chatlier Principle

in various chemical reactions.

. 3. In -Class Activities

During the classroom session, the following activities were conducted:

• **Concept Clarification**: Mrs. Shalu Chauhan addressed common misconceptions and clarified doubts from the pre-class materials.

• **Group Discussions**: Students were divided into small groups to discuss the impact of Le -Chatlier Principle.

• **Problem-Solving Sessions**: Groups worked on complex problems involving the

Le- Chatlier Principle, followed by presentations of their solutions.

4. Learning Outcomes

By the end of the session, students were able to:

- Define the influence of Le -Chatlier Principle on equilibrium.
- Explain how Le -Chatlier Principle influence the reversibility of the reaction.
- Analyse the effect of change of concentration, pressure and temperature on the reversibility of the reaction.
- Apply the concept of Le -Chatlier Principle on Common ion effect.

Flipped classroom encourages independent learning, and strengthen conceptual understanding. The adoption of this approach is consistent with the broader objectives of learner-centred education and competency-based teaching practices.

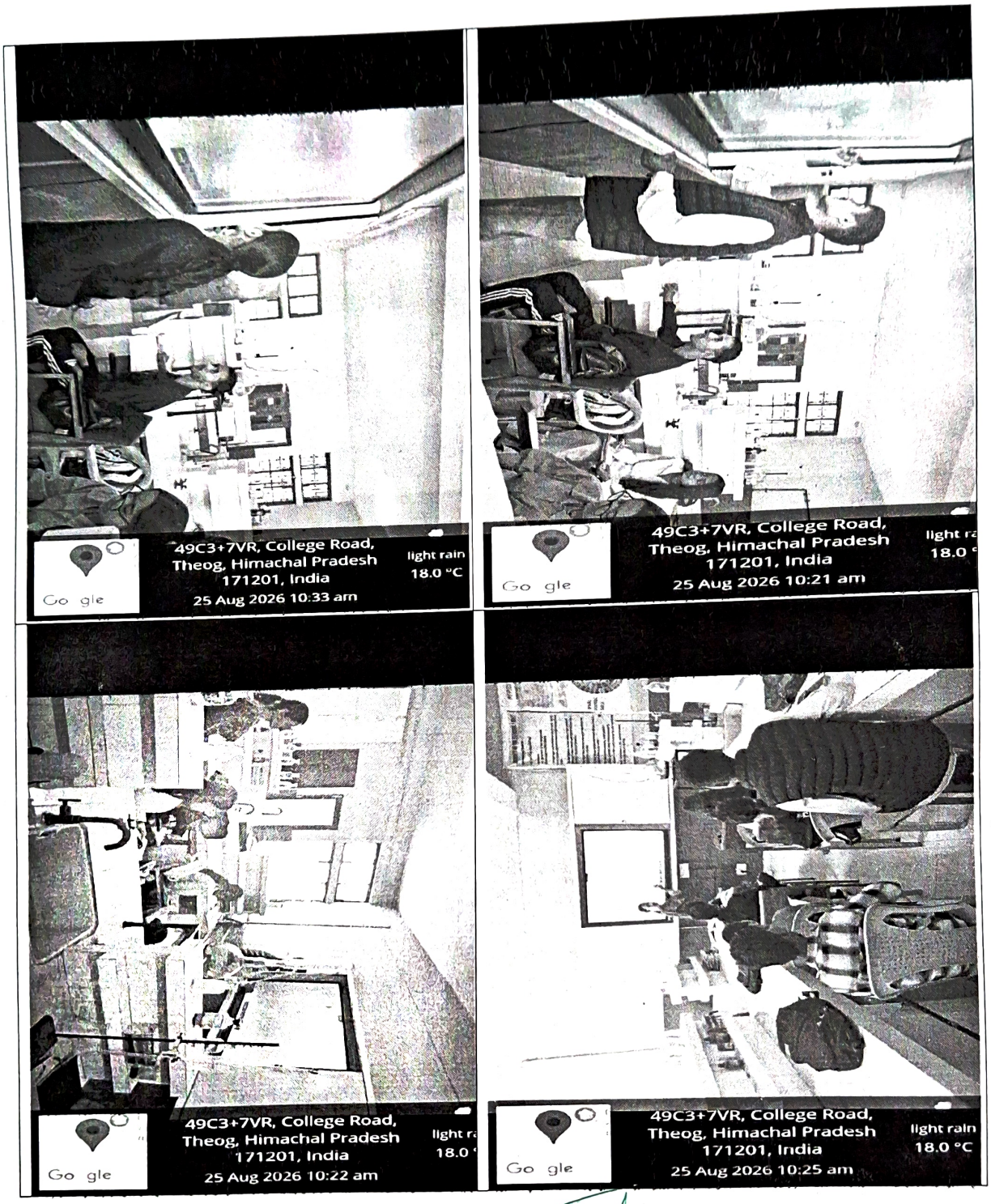
5. Feedback and Evaluation

Student feedback indicated that the flipped classroom approach:

- Enhanced their understanding of complex concepts through active participation.
- Encouraged collaborative learning and peer-to-peer interaction.
- Provided opportunities to apply theoretical knowledge to practical problems.

6. Conclusion

The flipped classroom session on " Le- Chatlier Principle & its applications " successfully engaged students in active learning, fostering a deeper understanding of the topic. The combination of pre-class preparation and in-class activities proved effective in enhancing student learning outcomes.



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