



AMITY
UNIVERSITY
MUMBAI

Report on Flipped Classroom

Program: MCA Semester III

Course: Image Processing

Date: 10th November 2025

Time: 01.00pm – 02.00pm

Mode: In-Class Group Discussion

Room No: 610

1. Introduction

A flipped classroom session was conducted for MCA Semester III students on 10th November 2025 as part of an innovative instructional strategy aimed at increasing student involvement and promoting active learning. This activity was designed to shift the classroom focus from teacher-led explanation to student-driven exploration, thereby improving communication skills, confidence, and collaborative learning.

2. Activity Overview

At the beginning of the class, two students were randomly chosen to take the lead for the day's topic. They were allotted 10 minutes of preparation time to review the concept, organize key points, and plan how to present their understanding to the rest of the class. This brief planning period encouraged quick thinking, content structuring, and teamwork.

3. Student-Led Presentation

After the preparation phase, both selected students delivered the lecture in their own words. They explained the core concepts, highlighted important areas, and attempted to relate the topic with simple examples. Taking responsibility for teaching helped them engage deeply with the subject matter and enhanced their presentation abilities.

4. Interactive Discussion

Following the student presentation, an interaction and question-answer session was conducted. Students raised doubts, shared their viewpoints, and discussed areas that required further clarification. The open conversation helped the entire class refine their understanding, while also promoting peer learning and analytical thinking.

5. Student Participation and Response

Students actively participated throughout the session. The presenters demonstrated confidence and clarity in their explanations, while the audience contributed by asking questions and offering relevant insights. The collaborative environment created a supportive learning space that encouraged everyone to engage meaningfully with the topic.

6. Learning Outcomes

The flipped classroom activity resulted in several positive academic and skill-based outcomes:



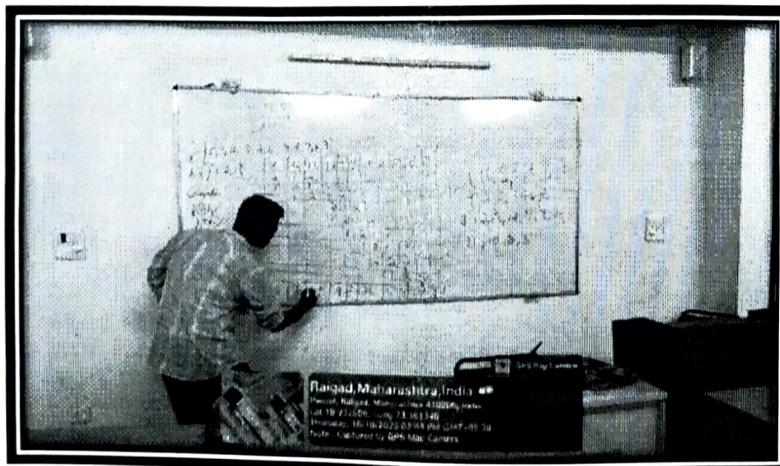
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- Improved conceptual understanding through peer explanation.
- Enhanced communication and presentation skills for the student presenters.
- Increased classroom interaction and collaborative learning.
- Encouraged analytical thinking by addressing peer queries.
- Developed learner autonomy and responsibility for subject comprehension.

7. Conclusion

The flipped classroom activity conducted on 11th November 2025 was effective in fostering active learning, student engagement, and deeper understanding among MCA Semester III students. The student-led approach, combined with open discussion, created an interactive and enriching classroom experience.

Glimpses:



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