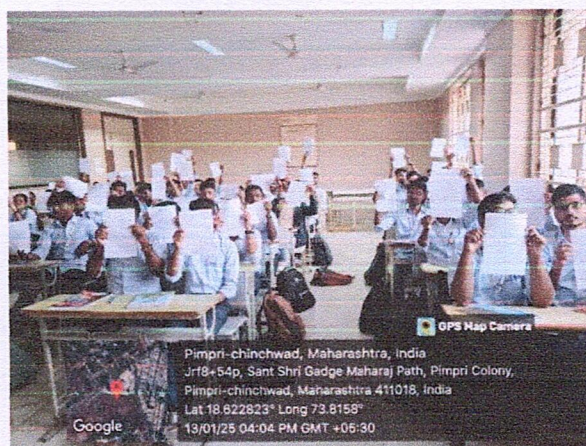


Activity: "Innovative Teaching Learning Pedagogy"**Date & Day: Monday, 13/01/2025****Activity No 01****Type of Activity : Inquiry-Based Learning – Single Answer Question (SAQ)****Subject : FMA****Venue: Class Room no.B201****Activity conducted by****- Ms. Rajashree Bhokare****Objectives:**

1. One primary objective of a surprise test is to assess students' knowledge and understanding of the material taught so far. Without prior notice, these tests provide a snapshot of how well learners have internalized key concepts.
2. Surprise tests also help identify knowledge gaps that might otherwise go unnoticed. By administering these tests periodically, educators can pinpoint areas where students are struggling and tailor their teaching to address these weaknesses. This real-time feedback is invaluable for improving the overall learning experience, as it enables both teachers and students to focus on areas that need improvement.

Photographs:**Outcome:**

1. One of the primary outcomes of a surprise test is the accurate assessment of students' understanding and retention. Without the opportunity for last-minute preparation, these tests reveal how well students have internalized the material taught in class.
2. Surprise tests also uncover learning gaps that may not surface during regular assessments. By challenging students in unexpected moments, these tests reveal weaknesses that could go unnoticed in a structured test environment.

Ms. Rajashree Bhokare
SE Subject Teacher

Dr. Manasi P. Deore
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Dr. S.D. Chavan
H.O.D

Activity: "Innovative Teaching Learning Pedagogy"**Mapping of Pedagogy with POs and PSOs :**

PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
1	1		1				1	1	1			1	1	

Mapping of POs and PSOs with Justification:

POs and PSOs Mapped	Justification
PO1	Students applied fundamental concepts of microcontroller architecture, programming, and interfacing to answer specific SAQs.
PO2	SAQs were conceptual and required students to analyze instructions, timing, and logic to derive the correct answer.
PO4	Inquiry-based approach led students to explore and investigate technical concepts before answering.
PO8	Encouraged ethical behavior through independent thinking, avoiding copying, and honest effort in learning.
PO9	Although SAQs are individual tasks, discussions before answering allowed collaborative knowledge sharing.
PO10	Students discussed their reasoning in class, improving their ability to communicate technical knowledge effectively.
PSO1	Activity directly reinforced microcontroller-based concepts relevant to electrical systems.
PSO2	Some questions were based on simulations (e.g., Keil, MPLAB), linking the activity with hands-on modern tool usage.

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