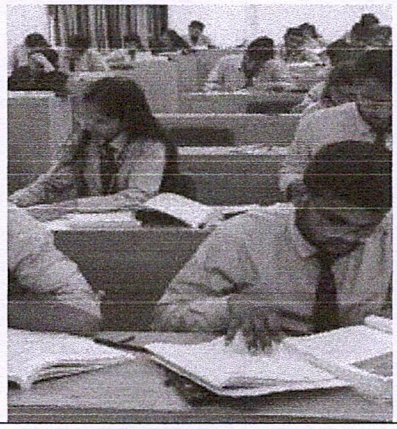
Dr. D. Y. Patil Unitech Society's

DPU **Dr. D. Y. Patil Institute of Technology**
Pimpri, Pune

Department of Electrical Engineering

Activity: "Innovative Teaching Learning Pedagogy"

Date & Day: **Thursday, 22/08/2024**
Activity Name: **Open Book Test (OBT)**
Subject : **AMES**
Venue: Class Room
Activity conducted by: Ms. Rajashree Bhokare
Objectives: 1. Encourage students to focus on understanding core concepts rather than rote memorization. 2. Help students feel less pressure compared to closed-book exams, promoting a deeper and more thoughtful approach to learning.
Photographs: 
Outcome: 1. Students demonstrated a deeper understanding of core concepts rather than relying on memorization. 2. Students showed initiative in exploring beyond classroom notes, demonstrating self-directed learning habits.

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	1	

Mapping of POs and PSOs with Justification:

POs and PSOs Mapped	Justification
PO1	OBT questions tested students' ability to apply core embedded system and microcontroller knowledge (e.g., timers, interrupts, instruction sets) to solve technical problems.
PO2	OBT encouraged students to interpret circuit diagrams or program snippets, identify logical faults, and propose suitable microcontroller-based solutions.
PO3	Students were given design-based or application-based programming questions (e.g., generating PWM or serial communication) requiring creative embedded solutions.
PO4	Analytical questions in the OBT prompted learners to explore datasheets, specifications, or simulation tools to justify their answers or optimize designs.
PO5	OBT indirectly evaluated students' familiarity with development environments (e.g., MPLAB, Proteus), and referencing manuals for C programming on microcontrollers
PO6	Case-based OBT questions focused on real-time embedded applications (e.g., medical devices, smart meters) to explore responsible design.
PO11	Questions involving embedded system integration, modular programming, or resource optimization assessed students' ability to manage engineering tasks and trade-offs.
PSO1	Students applied knowledge of PIC18F458, timers, interrupts, and interfacing in solving case-based or coding problems.
PSO2	Though simulation wasn't directly performed, OBT required solutions suitable for simulation/implementation.

(Ms.Rajashree Bhokare)
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