

Department of First Year B. Tech.				
Academic Year 2025-26 (Sem- I & II)				
Innovative Teaching pedagogy				
Sr. No.	Name of the Staff	Course/Lab Name	Teaching pedagogy	Description of activity
1	Prof. Manoj Junnarkar	Engineering Physics	Concept Mapping	The concept mapping activity was conducted as an innovative teaching–learning practice to enhance student’s conceptual understanding of Engineering Physics. Concept mapping enables students to visually organize concepts and clearly identify relationships between fundamental ideas and subtopics.
2	Prof. Manoj Junnarkar	Engineering Physics	Virtual Lab	An interactive virtual lab activity where students determine Planck’s constant using a simulated experimental setup. The activity provides a hands-on digital environment to link quantum concepts with practical observation.
3	Prof. Manoj Junnarkar	Engineering Physics	MCQ Quiz	A short 15–20 minute quiz for first-year engineering students conducted through Google Forms to reinforce conceptual understanding. It includes multiple-choice questions based on recently taught topics or NPTEL/SWAYAM pre-class content. The quiz can be taken individually or in groups, either during or after class, providing instant feedback, identifying learning gaps, and encouraging active learning and self-assessment.
4	Prof. Pratiksha Tanpure	Engineering Chemistry	Mind Map	In this activity, students create a mind map to visually organize and represent information about a given topic. The main concept was discussed in class and students place this central idea in the center of the page. From the central idea, students draw branches for major subtopics and further add sub-branches for related points, keywords, diagrams, or examples.
5	Prof. Pratiksha Tanpure	Engineering Chemistry	Group Discussion	A Group Discussion activity was conducted in the classroom to promote interactive and collaborative learning among students. The topic was introduced and then divided with students into small groups for discussion. Each group discussed the topic, shared ideas, and expressed their viewpoints. At the end of the activity, representatives from each group presented the key points discussed. This activity helped students improve their communication skills, teamwork, and critical thinking ability. The activity was completed successfully with active participation from the students.
6	Prof. Pratiksha Tanpure	Engineering Chemistry	MCQ Quiz	An MCQ Quiz activity was conducted to assess students’ understanding of the topic and to encourage active participation in the learning process. Multiple-choice questions was prepared related to the topic-corrosion science and shared with the students. Students answered the questions individually within the given time. After completion of the quiz, the correct answers were discussed and explanations were provided to clarify important concepts. This activity helped students evaluate their knowledge and identify areas for improvement.
7	Prof . Arti Bindu	Elements of electrical engg	MCQ Quiz	Online quizzes provide an engaging and efficient way to evaluate comprehension, offer real-time feedback, reinforce learning, and keep students actively involved in the learning process.
8	Prof . Arti Bindu	Elements of electrical engg	Virtual Lab	To cultivate a dynamic environment that promotes innovation, entrepreneurship, and technology development by supporting students, researchers, and startups in transforming ideas into viable products, services, or ventures.
9	Prof . Arti Bindu	Elements of electrical engg	Peer Learning/ Flip Classroom	A flipped classroom is a teaching approach where students review instructional content at class, and engage in interactive, hands-on activities in class. This method promotes active learning and deeper understanding through discussion and problem-solving
10	Prof. Sandeep M Gore	Engineering Graphics	Mentimeter Quiz	A real-time interactive Mentimeter quiz was conducted to engage students and assess their understanding of theory of Projections through a variety of question types.
11	Prof. Sandeep M Gore	Engineering Graphics	Peer Learning	Peer Learning is an instructional approach where students learn with and from each other through structured activities. This method promotes active participation, improves communication skills, and deepens conceptual understanding through mutual interaction.
12	Prof. Anil Rakshe	Engineering Physics	Peer Learning	Peer learning is a student-centered teaching strategy in which learners gain knowledge by interacting and collaborating with their peers through organized activities. It encourages active engagement, develops communication abilities, and helps students achieve a deeper understanding of concepts through shared discussion and cooperation.
13	Prof. Anil Rakshe	Engineering Physics	Virtual Lab	An interactive virtual lab exercise where students estimate Planck’s constant using a simulated experimental setup. The activity provides a digital hands-on experience that helps students relate concepts from Quantum Mechanics to practical experimental observations.
14	Prof. Anil Yadav	Engineering Mechanics	Think-Pair-Shared	Students first think independently, pair with a classmate to discuss, and then share their combined ideas with the larger group
15	Prof. Anil Yadav	Engineering Mechanics	Flipped Classroom	Students are given access to learning materials, Reference / Text book allowing them to attend the class with a basic knowledge of the topic
16	Prof.Vrushali D.Gujar	Linear Algebra and Multivariable Calculus	Peer Learning	Peer learning is a teaching methodology where students learn from and with each other. It involves students working together to achieve a common goal, share knowledge, and support each other's learning
17	Prof.Vrushali D.Gujar	Linear Algebra and Multivariable Calculus	MCQ Quiz	An MCQ Quiz activity was conducted to assess students’ understanding of the topic. Multiple-choice questions was prepared related to the topic- Applications of Differential equations and shared with the students. Students answered the questions individually within the given time. After completion of the quiz, the correct answers were discussed and explanations were provided to clarify important concepts. This activity helped students evaluate their knowledge and identify areas for improvement.
18	Prof.Vrushali D.Gujar	Linear Algebra and Multivariable Calculus	Flipped Classroom	The flip classroom approach is more engaging, effective, and student-centered learning experience. Students engage in group work in discussions, group work, and hands-on activities that apply the pre-learned content
19	Prof.Vrushali D.Gujar	Differential Equations and Applied Calculus	ICT Tool Pedagogy	ICT Tool Pedagogy Methodology refers to the systematic process of integrating Information and Communication Technology (ICT) tools into teaching and learning to improve understanding, interaction, and student engagement. ICT tool methodology using MATLAB refers to the integration of MATLAB software as a digital tool to enhance teaching and learning of mathematical and engineering concepts. It helps students understand concepts through computation, visualization, and simulation
20	Prof.Vrushali D.Gujar	Differential Equations and Applied Calculus	Tutorial Method	The tutorial method pedagogy is a teaching approach where students receive additional guidance in small groups or individually to strengthen their understanding of the subject.
21	Prof.Vrushali D.Gujar	Differential Equations and Applied Calculus	Collaborative Learning/ Peer Learning	Collaborative Learning is a teaching methodology in which students work together in small groups to achieve a common learning goal. It promotes active participation, teamwork, and shared responsibility in the learning process.
22	Prof. Deepika Dalavi	Fundamentals of Programming Languages	Quiz Activity	A short quiz activity was conducted to assess students’ understanding of C programming concepts such as data types, operators, and control statements. The quiz included multiple-choice questions and small coding-based questions. It was conducted using an online platform such as Google Forms make the session interactive and engaging. The activity helped reinforce key programming concepts and provided
23	Prof. Deepika Dalavi	Fundamentals of Programming Languages	Flipped Classroom	A flipped classroom approach was implemented for teaching C programming concepts. Students were provided with pre-class learning materials such as video lectures, PPT slides, and reading notes on topics like variables, loops, and conditional statements through Google Classroom. During the class, students actively participated in coding exercises, discussions, and problem-solving activities. This method encouraged active learning and improved students’ understanding of programming concepts

24	Prof. Deepika Dalavi	Programming and Problem Solving Lab	Virtual Coding (HackerRank)	A virtual coding activity was conducted using the HackerRank platform where students practiced Python programming by solving coding problems related to variables, data types, lists, and basic input-output operations. The activity provided an interactive online environment where students could write, compile, and test their code instantly. This approach helped students improve their programming skills, logical thinking, and problem-solving ability through hands-on practice.
25	Dr. Tushar Kafare	Elements of Electronics Engineering	Quiz Activity	To generate interest in subject quiz conducted based on syllabus of Elements of Electronics Engineering
26	Dr. Tushar Kafare	Elements of Electronics Engineering	Flipped Classroom	To check students are getting concepts or not a activity was conducted to draw basic symbols and circuits, Some times asked to solve numericals on board
27	Dr. Tushar Kafare	Elements of Electronics Engineering	Role Play	Students are assigned task to play role of topics in syllabus and explain the particular topics by role play act.
28	Dr. Tushar Kafare	Elements of Electronics Engineering	Vlab	Using Virtual lab experimentation done virtually that creates interest among students.
29	Prof.Yogita Rode	Fundamentals of Programming Languages	Flipped Classroom/Pear Learning	A flipped classroom approach was implemented for teaching C programming concepts. Students were provided with pre-class learning materials such as video lectures, PPT slides, and reading notes on topics like variables, loops, and conditional statements through Google Classroom. During the class, students actively participated in coding exercises, discussions, and problem-solving activities. This method encouraged active learning and improved students' understanding of programming concepts
30	Prof.Yogita Rode	Fundamentals of Programming Languages	Quiz Activity	A short quiz activity was conducted to assess students' understanding of C programming concepts such as data types, operators, and control statements. The quiz included multiple-choice questions and small coding-based questions. It was conducted using an online platform such as Google Forms make the session interactive and engaging. The activity helped reinforce key programming concepts and provided
31	Prof. Amol Bade	Communication Skills in Corporate World	Interactive Listening Lab- Listen & Draw	In this activity, students listen to a short verbal description only once. Based on what they hear, they must draw the object, scene, or pattern exactly as described. After drawing, students also give a brief description of what they have drawn, explaining how they interpreted the listening instructions. It is also maintained in the experiment book.
32	Prof. Amol Bade	Communication Skills in Corporate World	Audio-Video Analysis	In this activity, students watch a short video clip once or twice. After watching, they are required to analyse the content by identifying key ideas, message, tone, communication style, and non-verbal cues. Students then present their analysis in written or oral form, highlighting what the video conveys and how effectively it communicates its message.
33	Prof. Amol Bade	Communication Skills in Corporate World	Empirical Research Project	Students were assigned different topics related to Communication Skills. They were required to conduct a survey-based study on the allotted topics to identify the challenges/ common communication patterns. Based on the data collected from the survey, students analyzed the data and provided key findings. Finally, they prepared a detailed report presenting their findings and recommendations and submitted it as part of the project work.
34	Prof.Yogita Rode	Programming and Problem Solving	Virtual Coding (HackerRank)	A virtual coding activity was conducted using the HackerRank platform where students practiced Python programming by solving coding problems related to variables, data types, lists, and basic input-output operations. The activity provided an interactive online environment where students could write, compile, and test their code instantly. This approach helped students improve their programming skills, logical thinking, and problem-solving ability through hands-on practice.
35	Prof.Yogita Rode	Programming and Problem Solving	Quiz-Based Learning	Quiz-based learning is used as an innovative teaching pedagogy to enhance student engagement and assess understanding of programming concepts. Short quizzes are conducted after completing topics such as variables, data types, operators, and control structures.
36	Prof.Ankita Gadekar	Fundamentals of Programming Languages	Quiz Activity	A short quiz activity was conducted to assess students' understanding of C programming concepts such as data types, operators, and control statements. The quiz included multiple-choice questions and small coding-based questions. It was conducted using an online platform such as Google Forms make the session interactive and engaging. The activity helped reinforce key programming concepts and provided
37	Prof.Ankita Gadekar	Fundamentals of Programming Languages	Pear Learning/ Flipped Classroom	Students learn from each other by discussing concepts, solving problems in small groups, and explaining ideas. Students study basic concepts before class (videos/notes). In class, time is used for discussion, coding practice, and problem solving.
38	Prof.Ankita Gadekar	Programming and Problem Solving	Virtual Coding (HackerRank)	A virtual coding activity was conducted using the HackerRank platform where students practiced Python programming by solving coding problems related to variables, data types, lists, and basic input-output operations. The activity provided an interactive online environment where students could write, compile, and test their code instantly. This approach helped students improve their programming skills, logical thinking, and problem-solving ability through hands-on practice.
39	Prof.Ankita Gadekar	Programming and Problem Solving	Google Colab	Google Colab (Colaboratory) is an online platform by Google where you can write and run Python programs in a web browser.
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41	Prof. Baldev Machave	Communication Skills in corporate world	Survey based group project	Students were given different topics based on Communication Skills. They had to do a survey on given topics and find out challenges faced by certain groups and find out solution for it. They had to prepare a report and submit it.
42	Prof. Bhagyashri Phulmali	Fundamentals of Programming Languages	Flipped Classroom	The flipped classroom is an innovative teaching-learning approach where students are introduced to learning material before the class, and classroom time is used for discussion, problem-solving, and application of concepts. This method promotes active learning and better student engagement
43	Prof. Bhagyashri Phulmali	Fundamentals of Programming Languages	Quiz Activity	Mind mapping is a creative teaching approach that uses visual diagrams to organize and connect ideas, promoting active learning and deeper understanding. Engaging students in creating mind maps encourages active participation in the learning process.
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45	Prof. Bhagyashri Phulmali	Programming and Problem Solving	Google Colab	Google Colab (Colaboratory) is an online platform by Google where you can write and run Python programs in a web browser.
46	Dr.Archana Yewale	Engineering Chemistry	Mind Map	Mind mapping is a creative teaching approach that uses visual diagrams to organize and connect ideas, promoting active learning and deeper understanding. In this activity, first explained the topic 'Analysis of Coal' in the classroom for 30 minutes. Based on the discussion, asked the students to draw a mind map related to the topic within 15 minutes. Each student created a mind map on the topic analysis of coal. Students represent the concept taught in the class by visual representation. It helps students by making concepts more interesting and motivating them to learn more about a specific topic. From this activity, the students can get more clarity in the particular topic and will be able to remember and describe types of analysis of coal.
47	Dr.Archana Yewale	Engineering Chemistry	Quiz	An MCQ Quiz activity was conducted to assess students' understanding of the topic and to encourage active participation in the learning process. Multiple-choice questions were prepared related to the topic-corrosion science and shared with the students. Students answered the questions individually within the given time. After completion of the quiz, the correct answers were discussed and explanations were provided to clarify important concepts. This activity helped students evaluate their knowledge and identify areas for improvement.

48	Prof.Damayanti Ingale	Engineering Chemistry	Peer Learning	Peer learning is an effective, innovative pedagogy where students learn from and with each other through structured or informal activities such as think-pair-share, peer review, and collaborative projects. It promotes active engagement, deeper understanding, and better retention while developing communication, teamwork, and critical-thinking skills. By this activity Students will understand the consequences of water hardness. Students will learn about water quality parameters.
49	Prof.Damayanti Ingale	Engineering Chemistry	Flipped Classroom	A flipped classroom is a teaching approach where students review instructional content at class, and engage in interactive, hands-on activities in class. This method promotes active learning and deeper understanding through discussion and problem-solving. The implementation involved forming groups of 4-5 students with mixed ability levels. Resources provided included a video link, numerical problems, assessment was based on participation, group presentation. As a result, students gained an understanding of bomb calorimeter working, principle also applied concept to real world problems..
50	Prof Rupali Jagnade	Engineering Physics	Virtual Lab	An interactive virtual lab activity where students determine Planck's constant (h) using a simulated experimental setup. The activity provides a hands-on digital environment to link quantum concepts with practical observation.
51	Prof Rupali Jagnade	Engineering Physics	Quiz	An MCQ Quiz activity was conducted to assess students understanding of the topic and to encourage participation in the learning process. Multiple choice questions was prepared related to the topic and shared with the students. Students answered the questions individually within the given time. After completion of the quiz, the correct answers were discussed and explanations were provided to clarify important concepts. This activity helped students evaluate their knowledge.
52	Prof. Swati Narule	Elements of Electronics Engineering	Peer Learning	Peer learning is an effective, innovative pedagogy where students learn from and with each other through structured or informal activities such as think-pair-share, peer review, and collaborative projects. It promotes active engagement, deeper understanding, and better retention while developing communication, teamwork, and critical-thinking skills. By this activity Students will understand the consequences of water hardness. Students will learn about water quality parameters.
53	Prof. Swati Narule	Elements of Electronics Engineering	Flipped Classroom	A flipped classroom is a teaching approach where students review instructional content at class, and engage in interactive, hands-on activities in class. This method promotes active learning and deeper understanding through discussion and problem-solving. The implementation involved forming groups of 4-5 students with mixed ability levels. Resources provided included a video link, numerical problems, assessment was based on participation, group presentation. As a result, students gained an understanding of bomb calorimeter working, principle also applied concept to real world problems..
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55	Prof. Swati Narule	Elements of Electronics Engineering	Group Discussion	A Group Discussion activity was conducted in the classroom to promote interactive and collaborative learning among students. The topic was introduced and then divided with students into small groups for discussion. Each group discussed the topic, shared ideas, and expressed their viewpoints. At the end of the activity, representatives from each group presented the key points discussed. This activity helped students improve their communication skills, teamwork, and critical thinking ability. The activity was completed successfully with active participation from the students.
56	Prof. Priyadarshini Patil	Programming and Problem Solving	Virtual Coding (HackerRank)	A virtual coding activity was conducted using the HackerRank platform where students practiced Python programming by solving coding problems related to variables, data types, lists, and basic input-output operations. The activity provided an interactive online environment where students could write, compile, and test their code instantly. This approach helped students improve their programming skills, logical thinking, and problem-solving ability through hands-on practice.
57	Prof. Priyadarshini Patil	Programming and Problem Solving	Google Colab	Google Colab (Colaboratory) is an online platform by Google where you can write and run Python programs in a web browser.
58	Prof. Vallabh Shinde	Differential Equations and Applied Calculus	Peer Learning	The role of the teacher in Peer Learning shifts from being the "sage on the stage" to the "guide on the side." Instead of delivering a lecture, the teacher acts as a facilitator who designs the environment, monitors progress, and intervenes only when necessary to keep discussions productive.
59	Prof. Vallabh Shinde	Differential Equations and Applied Calculus	ICT Tool Methodology Using MATLAB	The use of MATLAB as an ICT tool makes learning more interactive, practical, and effective, especially in technical education. It supports modern pedagogy by promoting experiential and technology-driven learning.
60	Dr. Bhakti Sathe	Fundamentals of Programming Languages	Flipped Classroom	The flipped classroom is an innovative teaching-learning approach where students are introduced to learning material before the class, and classroom time is used for discussion, problem-solving, and application of concepts. This method promotes active learning and better student engagement.
61	Dr. Bhakti Sathe	Fundamentals of Programming Languages	Quiz Activity	Mind mapping is a creative teaching approach that uses visual diagrams to organize and connect ideas, promoting active learning and deeper understanding. Engaging students in creating mind maps encourages active participation in the learning process.
62	Dr. Bhakti Sathe	Programming and Problem Solving	Virtual Coding (HackerRank)	A virtual coding activity was conducted using the HackerRank platform where students practiced Python programming by solving coding problems related to variables, data types, lists, and basic input-output operations. The activity provided an interactive online environment where students could write, compile, and test their code instantly. This approach helped students improve their programming skills, logical thinking, and problem-solving ability through hands-on practice.
63	Dr. Bhakti Sathe	Programming and Problem Solving	Google Colab	Google Colab (Colaboratory) is an online platform by Google where you can write and run Python programs in a web browser.
64	Kirti Takale	Linear Algebra and Multivariable Calculus	Flipped Classroom	A Flipped Classroom is a teaching approach where the traditional order of learning activities is reversed. Students take more responsibility for preparing before class. Class time focuses on interaction, collaboration, and practice. The teacher supports, clarifies, and guides rather than only lecturing.
65	Prof. Shital Ekhande	Linear Algebra and Multivariable Calculus	Flipped Classroom	The flipped classroom is an innovative teaching-learning approach where students are introduced to learning material before the class and classroom time is used for discussion, problem-solving and application of concepts. This method promotes active learning and better student engagement.
66	Prof. Shital Ekhande	Linear Algebra and Multivariable Calculus	Open Book Test	An Open Book Test is an assessment method in which students are allowed to use textbooks, notes or other study materials during the exam. Instead of memorizing information, the test focuses on understanding concepts, applying knowledge and solving problems. This method encourages analytical thinking and deeper learning.
67	Kirti Takale	Linear Algebra and Multivariable Calculus	Open Book Test	An Open Book Test (OBT) is an assessment method in which students are allowed to use textbooks, notes, or other study materials during the exam. Instead of memorizing information, the test focuses on understanding concepts, applying knowledge, and solving problems. This method encourages analytical thinking and deeper learning.
68	Prof. Shital Ekhande	Differential Equations and Applied Calculus	Open Book Test	An Open Book Test is an examination in which students are allowed to use textbooks, notes, or other reference materials while answering questions. Students feel less pressure because they can refer to study materials. Encourages students to focus on understanding rather than memorization.
69	Prof. Shital Ekhande	Differential Equations and Applied Calculus	Peer Learning	Peer Learning is a teaching method in which students learn from and with each other by discussing topics, sharing ideas, and solving problems together. Students work in pairs or small groups, helping one another understand concepts while the teacher acts as a guide. Benefits of peer learning include a better understanding of concepts through discussion and explanation. Improves communication and teamwork skills. Encourages active participation in the learning process.
70	Kirti Takale	Differential Equations and Applied Calculus	Open Book Test	An Open Book Test is an examination in which students are allowed to use textbooks, notes, or other reference materials while answering questions. Students feel less pressure because they can refer to study materials. Encourages students to focus on understanding rather than memorization.

71	Kirti Takale	Differential Equations and Applied Calculus	Peer Learning	Peer Learning is a teaching method in which students learn from and with each other by discussing topics, sharing ideas, and solving problems together. Students work in pairs or small groups, helping one another understand concepts while the teacher acts as a guide. Benefits of peer learning include a better understanding of concepts through discussion and explanation. Improves communication and teamwork skills. Encourages active participation in the learning process.
72	Prof. Mahesh Godse	Engineering Physics	Mentimeter Quiz	A real-time interactive Mentimeter quiz was conducted to engage students and assess their understanding of semiconductor physics through a variety of question types.
73	Prof. Mahesh Godse	Engineering Physics	Concept Mapping	The concept mapping activity was conducted as an innovative teaching-learning practice to enhance student's conceptual understanding of Engineering Physics. Concept mapping enables students to visually organize concepts and clearly identify relationships between fundamental ideas and subtopics.
74	Prof. Mahesh Godse	Engineering Physics	Virtual Lab	An interactive virtual lab activity where students determine Planck's constant using a simulated experimental setup. The activity provides a hands-on digital environment to link quantum concepts with practical observation.
75	Prof. Sagar Deshpande	Engineering Graphics	On line Sessions	Conducted on line sessions for remedial lectures and created on line platform - A youtube channel.
76	Dr. Shekhar Rahane	Engineering Mechanics	Flipped Classroom	A flipped classroom approach has students learn content before class and engage in interactive, activity-based learning during class, promoting deeper understanding. Students worked in mixed-ability groups using videos and numerical problems, and through participation and presentations, they understood the bomb calorimeter and its real-world applications.
77	Prof. Jyoti Gore	Elements of electrical engg	Virtual Lab	To cultivate a dynamic environment that promotes innovation, entrepreneurship, and technology development by supporting students, researchers, and startups in transforming ideas into viable products, services, or ventures.
78	Prof. Jyoti Gore	Elements of electrical engg	MCQ Quiz	Online quizzes provide an engaging and efficient way to evaluate comprehension, offer real-time feedback, reinforce learning, and keep students actively involved in the learning process.
79	Prof. Jyoti Gore	Elements of electrical engg	Peer Learning/ Flip Classroom	A flipped classroom is a teaching approach where students review instructional content at class, and engage in interactive, hands-on activities in class. This method promotes active learning and deeper understanding through discussion and problem-solving
80	Bhimrao Gaikwad	Differential Equations and Applied Calculus	Peer Learning and Flip Classroom	The role of the teacher in Peer Learning shifts from being the "sage on the stage" to the "guide on the side." Instead of delivering a lecture, the teacher acts as a facilitator who designs the environment, monitors progress, and intervenes only when necessary to keep discussions productive.
81	Bhimrao Gaikwad	Differential Equations and Applied Calculus	ICT Tool Methodology Using MATLAB	The use of MATLAB as an ICT tool makes learning more interactive, practical, and effective, especially in technical education. It supports modern pedagogy by promoting experiential and technology-driven learning.
82	Milind Landage	Design Thinking & Innovation	Case based Learning	As per syllabus, Industrial Case Studies e.g. Amul Milk, Tata Nano, Industrial revolution explained to students in Storytelling manner by Faculty & then students were divided into group (4-6) allotting one of phases of Design Thinking to each group and discussion held to present views of every group about Empathy, Define, Ideate, Prototyping & Testing. The groups did brain storming on design thinking phase allotted to them elaborating their perspective based on Industry Cases explained to them.
83	Milind Landage	Design Thinking & Innovation	Experiential Learning	Students were allotted task to interact with Street vendor, Campus Worker, Bus Commuter to observe their routine, understand their pain point, record their emotions to deal with first stage of Design Thinking i.e. Empathy. By interacting with different people in society, students were able to know individual perspectives. This activity helped them to understand the depth of word Empathy through sharing experiences of different societal members.