



FACULTY – SEMESTER COURSE FEEDBACK

(To be submitted by the Course Faculty to the Director/ Dean after the results of Semester Exam)

Name and code of Course: SAS41101	Name of Faculty: Dr. Arunasish Layek & Mr. Anjan Sadhukhan
Batch:	Regular/Visiting/Contract: Regular
Class: Applied Science	
Semester: Ist.	

1. Did you use Blooms taxonomy to design your course modules, set Course Outcomes and select appropriate teaching tools to deliver your course?

Yes No

yes

If Yes, what was an impact of this planning on the effective teaching-learning? Where did you lag behind, and would like to improve, prior to delivery of this course the next academic year? (Write in not more than 100 words)

The objective of the course is to develop the capability of the students for understanding fundamental aspects of physics and experimental aspect of theory which will build up the foundations for further studies in physics and engineering. The course contains basics of vector algebra, mechanics, vibration, wave optics and electromagnetic theory. The impact is very good. Students enjoy learning the topics and solving the problems in respective modules. Present course structure in physics is sufficient for the 1st engineering students.

Present course structure of physics is sufficient for 1st engineering class.

The present course structure is sufficient for the students in 1st engineering class.

In the present

2. Did you have a well-written lesson plan for every topic?

Yes No

Yes

If Yes, was it contemporary to enhance employability of the students? Are you satisfied with the effectiveness of the teaching tools? How would you wish to improve it prior to the next academic year? (Write in not more than 100 words)

The modules are designed and taught to develop application of the theory to the applied field. Classroom activities are designed to encourage students to play an active role in application of their own knowledge in aforesaid field which helps to design their own learning strategies. This increases the ability of students to realise the logic, understanding and applications to other fields enhancing employability of students. Teaching tools are satisfactory. However, a strong teaching structure, connections with students, developing interest and passion for the subject can be improved.

3. Are you satisfied with the relevance of the Course, its structure and course content? Is it relevant and contemporary? Does it deliver on the industry requirement as well as professional/skill needs of the students?

Yes No

Yes

If Not, what are your recommendations which could be forwarded to the affiliating university?

- (a)
- (b)
- (c)
- (e)

4. Have you correlated Course Outcomes and Assessment tools with POs and PSO?

Yes No

Yes

If No, why not?

Do not arise.

5. Are you satisfied with the system of assessment and evaluation, currently in practice? Does it have larger emphasis on assessing a student on practical and skill competencies?

Yes No

Yes

If No, recommend any two major reforms.

Do not arise.

6. Did you assess your students on the given course outcomes by using appropriate internal assessment tools? Did you make use of rubrics where required?

Yes No

Yes

If Yes, in what course outcomes students performed poorly? What are your recommendations to improve the results in this course?

None of the students performed poorly in any course outcome. However there are scope of improvements like:

(a) Making the students more involved in mathematical applications of physics.

(b) Students find difficulties in solving the differential equations sometimes as they are from 12th standard. This can be improved by giving more practice to the mathematical solution of the problems.

(c) The concept of Electromagnetic theory is interesting but little bit difficult for students of 1st year to understand. It needs careful way of communicating to the students and use of rubrics to achieve the desired goal.

7. What is the level of attainment of your course outcome of your course?

Note: Mention the level (3,2,1) based on pre-set percentage

a) CO-SAS41101-1 - Level 3

b) CO- SAS41101-2 -Level 3

c) CO- SAS41101-3—Level-2

d) CO- SAS41101-4 –Level-3

e) CO- SAS41101-5 –Level-3

8. With reference to paragraph 7 above, give your reasons for not meeting the desired level set up by you as a target at the beginning of the course.

Suggest how this can be improved upon for the upcoming course.

(a) Desire level is achieved.

(b) Desired level is achieved.

(c) Can be achieved by making the students to read the module with more concentration, careful study and understanding. Reading twice, thrice is always helpful in understanding a topic.

(d) Desire level is achieved.

(e) Desired level is achieved.

9. Do you feel, you personally need special training and competence-building to deliver the course better?

Yes No

NO

If Yes, specify the precise area of development needed and how the department can assist you.

10. Are you satisfied with the supporting academic infrastructure provided by the institute for delivery of this course?

Yes No

Yes

If No, give your brief recommendations

(a)

(b)

(c)

(d)

11. List of weak students and meritorious students (last 5 and top 5 in the class)

Weak students	Meritorious students
Nikhil Kumar Jha -AU/2020/0004565 UG/02/BTCSE/2020/035	Nandini Roy -AU/2020/0004569 UG/02/BTCSE/2020/036
SPANDAN BHATTACHAARYA- AU/2020/0005499 UG/02/BTBIOME/2020/004	SUNANDA JANA-AU/2020/0004275 UG/02/BTCSE/2020/002
SHIULI MAHATA -AU/2020/0004596 UG/02/BTCSE/2020/047	Soyata Saha- AU/2020/0004562 UG/02/BTCSE/2020/034
Suman Hait -AU/2020/0004471 UG/02/BTME/2020/001	Protyush Kr Chatterjee -AU/2020/0004479 UG/02/BTCSE/2020/018
Arshad Raja -AU/2020/0004583 UG/02/BTCSE/2020/042	SOUMYADWIP MAITY - AU/2020/0004557 UG/02/BTCSEAIML/2020/006

12. How did you enable weak students during the course to help learn and perform better? Can you show progression of each weak student after your enablement? Do they further need your support?

Developing interest in prescribed course is important for performing better. Focus of the topics are clearly explained each day making the students look forward curiously for the next day's study. Attempt has been made to make the topics more aligned with fruitful feedback strategies to make my students mastering a learning target. Formative assessments have been made to encourage the student to perform better. Frequent contacts, friendly attitude, interactive discussions and special concentration to the weak students make me to understand student's strength and weakness better and act accordingly.

The performances of the students improved substantially and they showed a steady progress. Highest gain is observed from weak performing students.

13. Were the majority of students interested in the course and found it useful to their attribute's attainment?

Yes. Most of the students find the course very interesting and found the course useful to their attribute's attainment.
Rank-5

(Rank 1 to 5 in the 5-point scale, 5 stands for Highly interested and 1 stand for Not interested)

If Not Interested, what were the reasons of their lack of interest?

(a)

(b)

(c)

14. Were you able to cover the course with ease or was the curriculum too vast?

Yes. The course is appropriate and can be covered within time.

15. Do you have any recommendation for review and revision of course? Describe in not more than 150 words (Please remember your recommendations shall have substantial bearings on the future of the course)

The present structure of the course is sufficient for the physics, chemistry of 1st semester engineering class. The relevant parts of Vector calculus, Mechanics, Acoustics and Optics are almost covered. At this level it is self-sufficient. However more concentrations should be given to improve the basic understanding of a theory and the problem-solving capacity of students as they are going to work in applied field at the end of their studies.

Name Arunasish Layek and Anjan Sadhukhan

Signature Arunasish Layek

Date _____

Remarks of the Director/ Dean