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: Physico Chemical Processes in Environmental Engineering (ECE61101)

Name of Faculty: Santanu Haldar

Batch: 2021-22   **Regular/Visiting/Contract: Regular**

Class: M.Tech. (Env. Engg.), Civil Engineering

Semester: 1st

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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

✓

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)

> Bloom's taxonomy provides a universally effective strategy for creating all type of content to impart learning. It helps in making decisions about the classification of content and also map those content to tasks that students need to perform. By using this it was a great help to develop questions that require the progress of thinking and reflection from the knowledge level to the evaluation level. The taxonomy was developed before we understood the cognitive process involved in learning and performance, but now that we do understand the cognitive process and ready to implement fruitfully in the next academic year.

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

Yes   No

✓

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)

> Lesson plan delimits the field of work as well as of the students and provides a definite objective for each day's work. Prior planning helps to organize and systematize the learning process. The effectiveness is achieved properly because it serves as a check on the possible wastage of time and energy of both teachers and students. It makes teaching systematic, orderly and economical.
>
> During implementing lesson plan, some of the tutorial sessions took extra time as some slow learners required some additional time for their learning. So from the next academic year some extra session beyond the lesson plan is required to design.

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

✓

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

✓

If No, why not?

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

✓

If No, recommend any two major reforms.

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

✓

If Yes, in what course outcomes students performed poorly? What are your recommendations to improve the results in this course?
  (a) Students perform very well in all course outcomes.

  (b)

7. What is the level of attainment of your course outcome of your course? Ans: 3, because CO is truly based on student's performance and assessment of all modules proved the level of attainment.
Note: Mention the level (3,2,1) based on pre-set percentage

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) NA

   (b)

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

Yes   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

✓

If No, give your brief recommendations
(a) NA

(b)

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

Weak students	Meritorious students
Snehashish Ghosh	Srija Sinharoy
	Sumit Kumar Khan
	Susmita Pandit

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?

> All M.Tech. students were technically sound but the only problem which differentiate "Shehashish Ghosh" from other 3 students were 'numerical solving capability'. So it was necessary to give extra time, arranging extra tutorial session for the weak student. Numerical solving capability enriches with regular practice and this also makes Snehashish Ghosh perfect.

13. Were the majority of students interested in the course and found it useful to their attribute's attainment? Answer: 5 (Highly Interested).

(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?
Answer: This was a 4 credit course (60 hrs course), took 8 extra classes to complete the entire course (68 hrs). Students were very much co-operative and this is always encouraging for a teacher to manage a course.

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)

> This course has designed very thoughtfully and it covers all the major aspects related to this course. Hence as per my concern, no revision is required for this particular course.

Name: Santanu Haldar

Signature

Date 22.03.2021

Remarks of the Director/ Dean