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: DGS11001 & DESIGN THINKING
Name of Faculty: Dr. Rituparna Mitra

Batch: 2020-24   **Regular/Visiting/Contract:**
Regular

Class: B.Tech

Semester: I

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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

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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)

Helps to structure a simple layout for learning process. Learning can be dealt stepwise. Each step of learning for students can be exciting and can be monitored regularly.
Adaptation of this can be little time consuming. Learning and successful application in every arena especially in development field must be done a priori starting of the course.

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

Yes   No

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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 subject itself helps to flourish the create mind of students along with regular studies. The practice to think out of the box or innovative solving for every problem will help the students to face their problems in jobs and as well as in their personal lives efficiently.

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.

- The subject needs practical classes and real life application.
- The syllabus is mainly theory based, case studies and their implementation in various platforms needs to be included to make the course more successful.

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

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If Yes, in what course outcomes students performed poorly? What are your recommendations to improve the results in this course?
    (a) The students have performed above average in every CO.

    (b) Application in Real life can be a good approach to make students understand the effectiveness of design thinking

    (c)

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
   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)

   (b)

   (c)

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.

A brief course on Design Thinking will make me more efficient to design this course more effectively. The availability of resources for this subject is limited, so the reach in every corner of design thinking needs to be taken care of.

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

Yes   No

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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
Rakesh Kumar Mozumder	Rohit Kumar Shit
Rohit Raj Halder	Saptarshi Bhattacharjee
Raja Banik	Arya Paul
Sayanik Sutradhar	Mayank Pareek
Md Sahid Alam	Anirban Roy

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?

> 1. Arranging extra classes for them. 2. Encouraging them to learn from their classmates. 3. Reviewing their assignments and class performances minutely.
>
> Their participation in class had improved. Their interest in those lectures improved and became more interactive. Along with this, they have scored good marks in end semester exam also.

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

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

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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?

The course can be easily covered within the stipulated 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)

Date 11.04.2021

Remarks of the Director/ Dean