

Mid Term Course Review -- September,

Please fill up all entries; write NA for the entries that are not applicable

1 Course Code EE1205
 2 Course Title Testing and Commissioning of Electrical Equipment
 3 Target student group and student strength B Tech 4th Year & 08
 4 Credits 4
 5 Contact hours per week (L/Studio-T-P) 3-0-2
 6 Faculty Members and their roles J.P.Sharma Role teaching

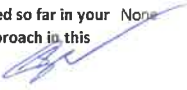
7 Max Marks of total assessment done so far 10
 8 Average Marks scored by students out of this total assessment 7.18
 9 Number students with >70% marks so far 4
 10 Number students with <40% marks so far NA
 11 Attendance Summary

	% of students with attendance			
	>90%	75-90%	60 - 75%	<60%
	1	4	3	0

12 What did you do to increase library usage by students for this course 1.Assignment on Recent Topic published in Research paper / Magazine
 13 Are you using any ICT tools and/or MOOC/e-learning resources in this course? What? None
 14 On an average, how many hours per week out-of-class work + self-study was expected from students in this course 6
 15 Any important fresh innovation done by the faculty in the design/delivery/assessment in this course 1. Presentation on White board on Recent Topic published in Research paper / Magazine 2.PPT presentation on standards Smooth conduction of course
 16 How did LOs for this course influence your course design, delivery, or assessment?
 17 % of students who had sufficient required conceptual/skill background for this course? 70%
 18 % of students who have done a reasonable amount of intense/critical reading in this course so far? 40%
 19 % of students who have done good practice in challenging problem solving/writing in this course so far? 20%
 20 % of students who have built/tested some artefact and/or written >= 25 pages for analytical reports in this course so far? What? 0%
 21 % of students who understood larger interconnected view of discrete concepts within this course? How? 40%
 22 % of students who understood larger interconnected view of concepts with a few other courses? How? 50%
 23 % of students who intesely collaborated with other students for some assignment or project in this course? What for? 50%
 24 % of students who often deeply reflected and significantly revised their written/project work after reviews? What? 70%
 25 % of students who often consulted the faculty out-of-class? 10%

LO#i	LO (So far)	% of students at different competence levels wrt this LO			How did you assess this LO? (e.g., Written Test, quiz, written report, demonstration, oral presentation viva, ...)	Relevant Learning Activities performed by students for this LO (e.g., Reading, writing, problem solving, building, testing, experimenting, measuring, comparing, analysing, combining, integrating, ...)
		Excellent	Good	Poor		
LO1	Analyze electrical equipments/systems failure and interpret observations	80	20	0	oral	Reading, writing, problem solving
LO2	Analyze commissioning and testing procedure for power transformer, rotating machine, transmission line and cable as per standards	60	30	10	oral ,demonstration,written test	Building, testing, experimenting, measuring
LO3	Identify and interpret safety practice to electrical testing and commissioning process for electrical installations	70	30	0	oral presentation,written test	Reading, writing, problem solving
LO4	Identify relevant items for visual inspection on electrical equipments	70	30	0	oral presentation,written test	Reading, writing, problem solving
LO5	Conduct detailed study of Indian Standard on transformers IS: 2026-2011(part I)					
LO6	Making maintenance schedule for different electrical equipment and machines?					

LO7 Design project on performance analysis/
testing of electrical system

- | | | |
|----|---|---------------------------------------|
| 27 | Any serious difficulties being faced by you in increasing the quality of this course? | Insufficient lab equipments |
| 28 | Are you creating special engagements for the most enthusiastic students? What? | Discussion on practice based approach |
| 29 | Are you creating special engagements for the poor performers? What? | Be consistent in class |
| 30 | Any midcourse correction done/planned so far in your goals, design, delivery, assessment approach in this course? What and Why? | None |
- 

Mid Term Course Review -- September, 2019

Please fill up all entries; write NA for the entries that are not applicable

1	Course Code	AS1201	
2	Course Title	Operations Research	
3	Target student group and student strength	ME/CE/EEE/CSE and 31	
4	Credits		4
5	Contact hours per week (L/Studio-T-P)	(3-0-2)	
6	Faculty Members and their roles	Name	Role
	Faculty Members	Dr Richa Sharma	Lead Faculty
7	Max Marks of total assessment done so far		36.9
8	Average Marks scored by students out of this total assessment		24.28
9	Number students with >70% marks so far		13
10	Number students with <40% marks so far		4
11	Attendance Summary		% of students with attendance
		>90%	75-90% 60 - <60% 75%

12	What did you do to increase library usage by students for this course	By Providing Practice Sheet
13	Are you using any ICT tools and/or MOOC/e-learning resources in this course? What?	NA
14	On an average, how many hours per week out-of-class work + self-study was expected from students in this course	12hrs
15	Any important fresh Innovation done by the faculty in the design/delivery/assessment in this course	Introduce various Case Study
16	How did LOs for this course influence your course design, delivery, or assessment?	Entire course is driven by LO
17	% of students who had sufficient required conceptual/skill background for this course?	
18	% of students who have done a reasonable amount of intense/critical reading in this course so far?	80
19	% of students who have done good practice in challenging problem solving/writing in this course so far?	45
20	% of students who have built/tested some artefact and/or written >= 25 pages for analytical reports in this course so far? What?	NA
21	% of students who understood larger interconnected view of discrete concepts within this course? How?	50
22	% of students who understood larger interconnected view of concepts with a few other courses? How?	50
23	% of students who intesely collaborated with other students for some assignment or project in this course? What for?	NA
24	% of students who often deeply reflected and significantly revised their written/project work after reviews? What?	40
25	% of students who often consulted the faculty out-of-class?	20

LO#	LO (So far)	% of students at different competence levels wrt this LO			How did you assess this LO? (e.g., Written Test, quiz, written report, demonstration, oral presentation viva, ...)	Relevant Learning Activities performed by students for this LO (e.g., Reading, writing, problem solving, building, testing, experimenting, measuring, comparing, analysing, combining, integrating, ...)
		Excellent	Good	Poor		
LO1	Determining the characteristics of different types of decision-making environments and the appropriate decision making approaches and tools to be used in each type.		90	10	Presenation, Quiz, Viva, Case Study, Assignment	Reading Case Study then solving , Assignment Submission
LO2	Formulate and translate a real-world problem, given in words, into a mathematical formulation.		90	10	Presenation, Quiz, Viva, Case Study	Reading Case Study then solving , Assignment Submission
LO3	Use these tools to analyze strategic, tactical and operational supply-chain decisions including facility location, vehicle routing and inventory management		75	15	10 Presenation, Quiz, Assignment	Reading Case Study then solving , Assignment Submission
LO4	Improve decision making by identify minimize trouble spots by identifying the critical factors.		75	15	10 Presenation, Case Study	Reading Case Study then solving , Assignment Submission

- 27 Any serious difficulties being faced by you in increasing the quality of this course? NA
- 28 Are you creating special engagements for the most enthusiastic students? What? YES, encourage to convert your case study in terms of research paper
- 29 Are you creating special engagements for the poor performers? What? Extra Reading Material and assignmnet mentors
- 30 Any midcourse correction done/planned so far in your goals, design, delivery, assessment approach in this course? What and Why? NA

A handwritten signature in blue ink, consisting of a stylized 'R' followed by a horizontal line extending to the right.

Mid Term Course Review -- September, 2019

Please fill up all entries; write NA for the entries that are not applicable

1	Course Code	CS1110			
2	Course Title	Artificial Intelligence and Machine Learning			
3	Target student group and student strength	CSE 7th Semester; 62 students			
4	Credits	4			
5	Contact hours per week (L/Studio-T-P)	3-0-2			
6	Faculty Members and their roles	Name	Role		
		Indranath Chatterjee	Instructor		
		Sonal Jain	Instructor		
7	Max Marks of total assessment done so far	35			
8	Average Marks scored by students out of this total assessment	Will be submitted by Monday			
9	Number students with >70% marks so far	Will be submitted by Monday			
10	Number students with <40% marks so far	Will be submitted by Monday			
11	Attendance Summary	% of students with attendance			
		>90%	75-90%	60 - <60%	
			75%		
		1	26	21	
12	What did you do to increase library usage by students for this course	Suggesting Books and asked to solved problem from the books			
13	Are you using any ICT tools and/or MOOC/e-learning resources in this course? What?	MOOC on ML			
14	On an average, how many hours per week out-of-class work + self-study was expected from students in this course	3 to 4 hours			
15	Any important fresh innovation done by the faculty in the design/delivery/assessment in this course	Demonstration of algorithm and its working procedure graphically through various GUI tools.			
16	How did LOs for this course influence your course design, delivery, or assessment?	Much Helpful			
17	% of students who had sufficient required conceptual/skill background for this course?	10%			
18	% of students who have done a reasonable amount of intense/critical reading in this course so far?	60%			
19	% of students who have done good practice in challenging problem solving/writing in this course so far?	50%			
20	% of students who have built/tested some artefact and/or written >= 25 pages for analytical reports in this course so far? What?	100%			
21	% of students who understood larger interconnected view of discrete concepts within this course? How?	90% Through performing real life problem solving			
22	% of students who understood larger interconnected view of concepts with a few other courses? How?	60% Through mathematics and statistics			
23	% of students who intesely collaborated with other students for some assignment or project in this course? What for?	100% Project			
24	% of students who often deeply reflected and significantly revised their written/project work after reviews? What?	70% Project report			
25	% of students who often consulted the faculty out-of-class?	90%			
26	Learning Outcome Status	% of students at different competence levels wrt this LO		How did you assess this LO?	
1	LO (So far)	Excellent	Good	Poor	Relevant Learning Activities performed by students for this LO (e.g., Reading, writing, problem solving, building, testing, experimenting, measuring, comparing, analysing, combining, integrating, ...)
LO1	Explain the role of agents and how it is related to environment and the way of evaluating it and how agents can act by establishing goals.				
LO2	Implement intelligent agents for making computers solve critical problems the way human beings do.				
LO3	Analyze the usage of Game theory and role of heuristics for building Intelligent Agents.				
LO4	Apply AI techniques in applications which involve perception, reasoning and learning.				
LO5	Acquire the knowledge of real-world knowledge representation.				
LO6	Identify machine learning techniques suitable for a given problem.				
LO7	Interpret fundamental issues and challenges of machine learning: data, model selection, model complexity, etc.				
LO8	Use the standards and energy efficient ML algorithms.				
LO9	Apply dimensionality reduction techniques.				
LO10	Appreciate the underlying mathematical relationships within and across Machine Learning algorithms and the paradigms of supervised and un-supervised learning.				
LO11	Utilize state-of-the art algorithms of Machine Learning for building applications related to SDG goals.				

- 27 Any serious difficulties being faced by you in increasing the quality of this course? Not really
- 28 Are you creating special engagements for the most enthusiastic students? What? Special project on advanced topic
- 29 Are you creating special engagements for the poor performers? What? Teaching the students on out of the class basis
- 30 Any midcourse correction done/planned so far in your goals, design, delivery, assessment approach in this course? What and Why? Not really

Gal
17/09/2019

Mid Term Course Review -- September, 2019

Please fill up all entries: write NA for the entries that are not applicable

1	Course Code	CC1101		
2	Course Title	Fundamentals of Communication		
3	Target student group and student strength	100		
4	Credits	2		
5	Contact hours per week (L/Studio-T-P)	3		
6	Faculty Members and their roles	Dr. Vijaylakshmi	NA	
7	Max Marks of total assessment done so far	40 + 20(ongoing)		
8	Average Marks scored by students out of this total assessment	30/40		
9	Number students with >70% marks so far	30		
10	Number students with <40% marks so far	10		
11	Attendance Summary	20	% of students with attendance 55	20
12	What did you do to increase library usage by students for this course	I assigned students the task to read articles from the library and newspapers for summarising and paraphrasing.		
13	Are you using any ICT tools and/or MOOC/e-learning resources in this course? What?	NA		
14	On an average, how many hours per week out-of-class work + self-study was expected from students in this course	18 hours		
15	Any important fresh innovation done by the faculty in the design/delivery/assessment in this course	I designed my lectures based on interaction, class participation and presentation.		
16	How did LOs for this course influence your course design, delivery, or assessment?	The design and delivery of my lectures is so that it meets the LOs.		
17	% of students who had sufficient required conceptual/skill background for this course?	75% and above		
18	% of students who have done a reasonable amount of intense/critical reading in this course so far?	70		



- 19 % of students who have done good practice in challenging problem solving/writing in this course so far? 80
- 20 % of students who have built/revisted some artefact and/or written => 25 pages for analytical reports in this course so far? What? 100
- 21 % of students who understood larger interconnected view of discrete concepts within this course? How? 70
- 22 % of students who understood larger interconnected view of concepts with a few other courses? How? NA
- 23 % of students who intesely collaborated with other students for some assignment or project in this course? What for? 100 Students were given assignments and worksheets to be done with the help of others.
- 24 % of students who often deeply reflected and significantly revised their written/project work after reviews? What? 100 Students were given assignments and worksheets which they got reviewed from other classmates.
- 25 % of students who often consulted the faculty out-of-class? 25

26 Learning Outcome Status	% of students at different competence levels wrt this LO			How did you assess this LO?	Relevant Learning Activities performed by students for this LO
LO# LO (So far)	Excellent	Good	Poor		
LO1 Compose logical, lucid, concise, and grammatically correct paragraphs that include a clear topic sentence and provide specific supporting details.	20	60	20	Written report and oral presentation	Writing articles, solving worksheets, writing assignments and reports
LO2 Deliver effective oral presentations following appropriate kinesics and paralinguistic features.	20	50	30	Oral presentation and classroom participation	Oral presentation, classroom interaction and participation
LO3 Understand different cultural differences and their impact on communication.	20	60	20	Written report, classroom activity and oral presentation	Writing articles, assignments and reports
LO4 Apply appropriate communication skills across settings, purposes, and audiences to avoid miscommunication.	20	60	20	Written report, class interaction and oral presentation	Oral presentations, group activities, classroom interaction

...		
...		
...		
LOn		

- 27 Any serious difficulties being faced by you in increasing the quality of this course? NA
- 28 Are you creating special engagements for the most enthusiastic students? What? I indulge such students with the overall management by assigning them tasks of coordination and conduction.
- 29 Are you creating special engagements for the poor performers? What? I assign them some extra tasks for more practice and also include them in groups of better students.
- 30 Any midcourse correction done/planned so far in your goals, design, delivery, assessment approach in this course? What and Why? NA

3

Mid Term Course Review -- September, 2019

Please fill up all entries; write NA for the entries that are not applicable

- | | | |
|---|---|--|
| 1 | Course Code | CS1102 |
| 2 | Course Title | Data Structures |
| 3 | Target student group and student strength | Btech CSE+ECE Third Semester
44 |
| 4 | Credits | 4 |
| 5 | Contact hours per week (L/Studio-T-P) | 3-0-2 |
| 6 | Faculty Members and their roles | Name
Devendra Bhavsar Role |
-
- | | | | | | | | | | | | | | | | | | | |
|--------|---|--|-----------------------------|----|---|-----------------------------|--------|----|---|------|-----|---|---|------|--|---|---|--|
| 7 | Max Marks of total assessment done so far | 15.00 | | | | | | | | | | | | | | | | |
| 8 | Average Marks scored by students out of this total assessment | 8.00 | | | | | | | | | | | | | | | | |
| 9 | Number students with >70% marks so far | 3 | | | | | | | | | | | | | | | | |
| 10 | Number students with <40% marks so far | 18 | | | | | | | | | | | | | | | | |
| 11 | Attendance Summary | <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">>90%</td> <td style="text-align: center;">18</td> <td style="text-align: center;">%</td> <td style="text-align: center;">of students with attendance</td> </tr> <tr> <td style="text-align: right;">75-90%</td> <td style="text-align: center;">13</td> <td style="text-align: center;">%</td> <td style="text-align: center;">60 -</td> </tr> <tr> <td style="text-align: right;">75%</td> <td style="text-align: center;">9</td> <td style="text-align: center;">%</td> <td style="text-align: center;"><60%</td> </tr> <tr> <td style="text-align: right;"></td> <td style="text-align: center;">4</td> <td style="text-align: center;">%</td> <td style="text-align: center;"></td> </tr> </table> | >90% | 18 | % | of students with attendance | 75-90% | 13 | % | 60 - | 75% | 9 | % | <60% | | 4 | % | |
| >90% | 18 | % | of students with attendance | | | | | | | | | | | | | | | |
| 75-90% | 13 | % | 60 - | | | | | | | | | | | | | | | |
| 75% | 9 | % | <60% | | | | | | | | | | | | | | | |
| | 4 | % | | | | | | | | | | | | | | | | |
| 12 | What did you do to increase library usage by students for this course | 18
Programming problems and assignment problem given to students. | | | | | | | | | | | | | | | | |
| 13 | Are you using any ICT tools and/or MOOC/e-learning resources in this course? What? | 13
Yes Geek for Geeks | | | | | | | | | | | | | | | | |
| 14 | On an average, how many hours per week out-of-class work + self-study was expected from students in this course | 7 Hours | | | | | | | | | | | | | | | | |
| 15 | Any important fresh innovation done by the faculty in the design/delivery/assessment in this course | Yes Geek for Geeks, TCS-ion quizzes, | | | | | | | | | | | | | | | | |
| 16 | How did LOs for this course influence your course design, delivery, or assessment? | More problems given to students. | | | | | | | | | | | | | | | | |
| 17 | % of students who had sufficient required conceptual/skill background for this course? | 25% | | | | | | | | | | | | | | | | |



- 18 % of students who have done a reasonable amount of intense/critical reading in this course so far? 35%
- 19 % of students who have done good practice in challenging problem solving/writing in this course so far? 30%
- 20 % of students who have built/tested some artefact and/or written >= 25 pages for analytical reports in this course so far? What? NA
- 21 % of students who understood larger interconnected view of discrete concepts within this course? How? 40% through assignment
- 22 % of students who understood larger interconnected view of concepts with a few other courses? How? 40% through assignments and geek for geeks
- 23 % of students who intesely collaborated with other students for some assignment or project in this course? What for? 30% fro assignment
- 24 % of students who often deeply reflected and significantly revised their written/project work after reviews? What? NA
- 25 % of students who often consulted the faculty out-of-class? 30%

LO#	LO (So far)	% of students at different competence levels	How did you assess this LO?	Relevant Learning Activities performed by students for this LO
LO1	Write programs for performing basic operations like insertion, deletion, searching, sorting, merging, traversal etc. on various data structures like array, queue, stack, linked list, tree, graph.	50% Excellent 30% Good 20% Poor	Written Test, Assignment, Quiz	Reading, writing, problem solving, building, testing, experimenting
LO3	Develop test cases for their programs and debug the code.	30% 20%	Written Test, Assignment, Online test	testing, experimenting, measuring, comparing, analysing
LO4	Analyze the algorithms in terms of asymptotic time and space complexity.	40% 30% 30%	Assignment, Quiz	writing, problem solving, testing, experimenting, comparing, analysing

L06 Convert a recursive algorithm to non-recursive 20%
algorithm.
...
L0n

50% 30% Written Test, Viva
Reading, writing, problem solving, building, testing

- 27 Any serious difficulties being faced by you in increasing the quality of this course? Programming concept issues. One Programming language course should be there for them in first year.
- 28 Are you creating special engagements for the most enthusiastic students? What? yes Giving them extra problems and puzzles.
- 29 Are you creating special engagements for the poor performers? What? Giving them assignments and allotted them counsulation hours.
- 30 Any midcourse correction done/planned so far in your goals, design, delivery, assessment approach in this course? What and Why? NA

