



# Course File Preparation



**Dr. Md. Abdur Razzak**

Senior Member IEEE, Fellow IEB, Fellow JSPS

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**Director**, Institutional Quality Assurance Cell (IQAC)  
**INDEPENDENT UNIVERSITY, BANGLADESH**

## Outlines

- Course File Checklist (30 mins)**
  - Theory, lab and capstone projects

## Outcomes

*At the end of this seminar / workshop, the participants are expected to*

- prepare and maintain the course files

BSc EEE  
RUET 1995  
Gold Medal

MSc & PhD  
Nagoya Univ.  
2003 & 2006

Postdoc  
Japan  
2008 - 2010

Lecturer  
EEE, DUET  
1996-1999

Professor  
EEE, IUB  
2006 - date

Addl Director  
GERC, IUB  
2014 - date

Director  
IQAC, IUB  
2022 - date

50+ OBE  
Training  
Attended

10+ OBE Int'l  
Conference  
Attended

OBE Training  
& Symposium  
in Malaysia

45+ OBE  
Workshops  
Conducted

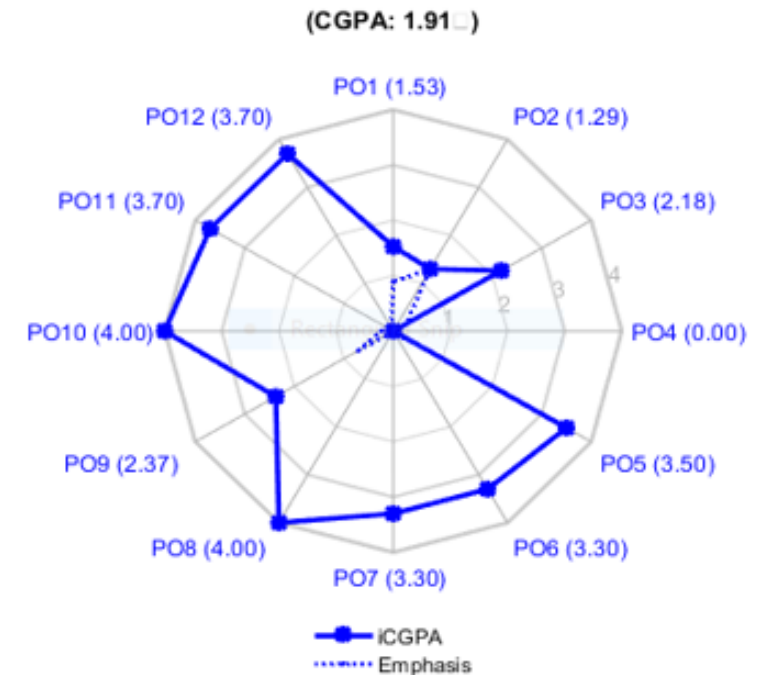
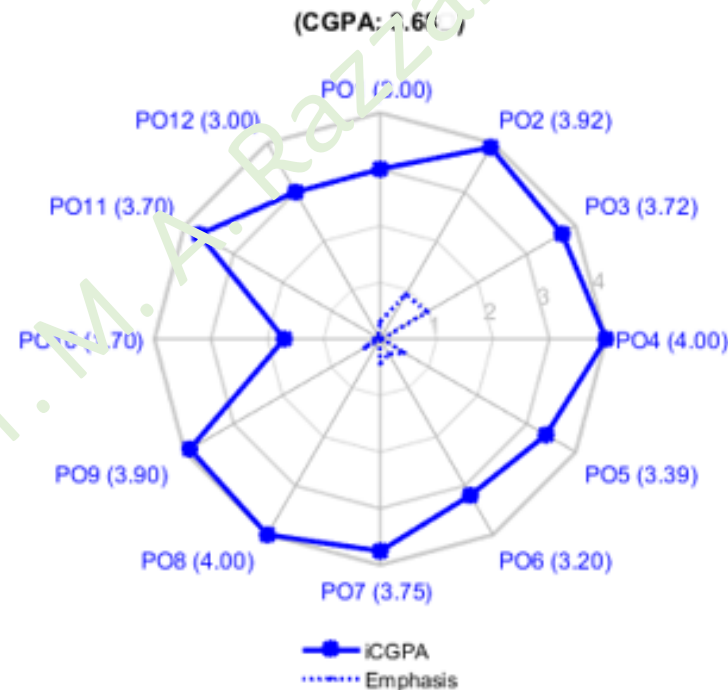
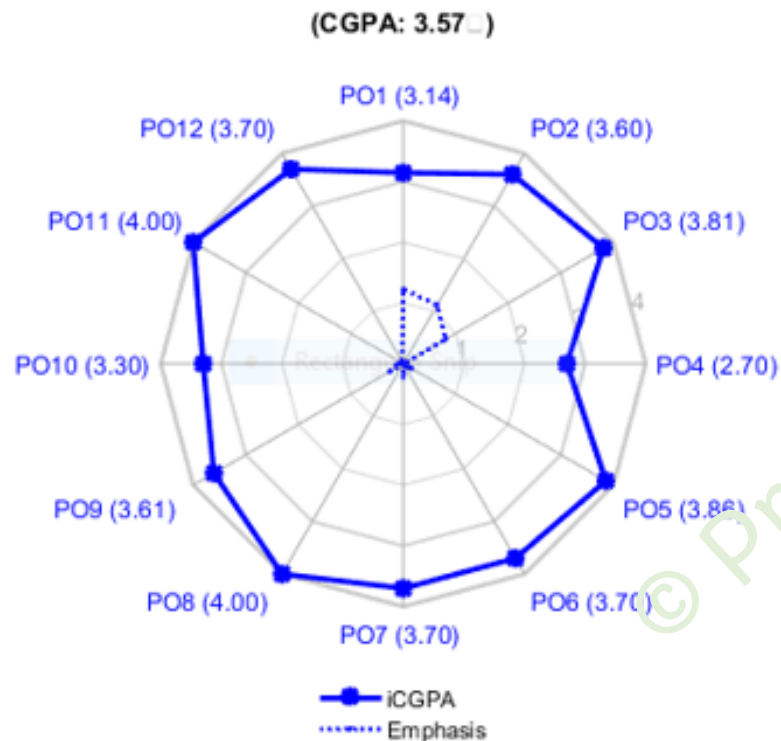
BAETE  
Evaluator  
2017 - date

CGPA of 3 graduates: (1) 3.57

(2) 3.68

(3) 1.91

## OBE transcript



Criterion No	BAETE Accreditation Criterion
1	Organization and Governance
2	Financial and Physical Resources
3	Faculty Members
4	Students
5	Academic Facilities and Technical Support
6	Curriculum and Teaching-Learning Processes
7	Program Educational Objectives (PEOs)
8	Program Outcomes (POs) and Assessment
9	Continuous Quality Improvement (CQI)
10	Interactions with the Industry

SI No	BAC Criterion	BAETE Criterion No
1	Governance	1
2	Leadership, Responsibility and Autonomy	
3	Institutional Integrity and Transparency	1
4	Curriculum	6
5	Teaching-Learning and Assessment	6
6	Student Admission and Support Services	4
7	Faculty and Professional Staff	3
8	Facilities and Resources	2, 5
9	Research and Scholarly Activities	3
10	Monitoring, Evaluation and Continual Improvement	9

SI	Question	Answer
1	Is the institution approved by an appropriate authority? If yes, state the name of the approving authority and attach a copy of the approval letter.	√ YES / NO
2	Is the program seeking accreditation approved by an appropriate authority? If yes, state the name of the approving authority and attach a copy of the approval letter.	√ YES / NO
3	Is the stipulated duration of the program for a full-time student four years?	√ YES / NO
4	Does admission to the program require a minimum of twelve years of schooling?	√ YES / NO
5	Does the program follow an outcome-based education approach?	√ YES / NO
6	Is a minimum of 130 credit hours (as per clause 2.1 of the BAETE accreditation manual) required to graduate from the program?	√ YES / NO
7	Do statutory bodies (e.g., Syndicate, Academic Council, Finance Committee, Disciplinary Committee, Faculty Recruitment Committee) exist, and are they functional?	√ YES / NO
8	Does the department offering the program have an adequate number of full-time faculty members, including senior faculty members, with relevant academic specializations?	√ YES / NO
9	Does the institution have adequate lab facilities for the program?	√ YES / NO

Sl No	Content	Check List
1	Course outline	<input checked="" type="checkbox"/>
2	Students' attendance sheet	<input checked="" type="checkbox"/>
3	Sample answer scripts (excellent, average, and poor with passing score only) of all class tests	<input type="checkbox"/>
4	Question Moderation Form & Report with initially submitted questions for mid-term examination	<input type="checkbox"/>
5	Question paper of mid-term examination	<input checked="" type="checkbox"/>
6	Sample answer scripts (excellent, average, and poor with passing score only) of mid-term examination	<input checked="" type="checkbox"/>
7	Question Moderation Report with initially submitted questions for final examination	<input type="checkbox"/>
8	Question paper of final examination	<input checked="" type="checkbox"/>
9	Sample answer scripts (excellent, average, and poor with passing score only) of final examination	<input type="checkbox"/>
10	Sample reports of assignments (excellent, average, and poor)	<input checked="" type="checkbox"/>
11	Sample of course project reports, if any (excellent, average, and poor)	<input type="checkbox"/>
12	Final grade (showing marks of each exams) and grade distribution	<input checked="" type="checkbox"/>
13	Calculation of COs and POs attainment	<input checked="" type="checkbox"/>
14	Course Instructor's Feedback for CQI	<input checked="" type="checkbox"/>
15	Course Instructor's <a href="#">CV</a>	<input checked="" type="checkbox"/>



SI No	Content	Check List
1	Course outline	<input checked="" type="checkbox"/>
2	Students' attendance sheet	<input checked="" type="checkbox"/>
3	List of lab experiments	<input checked="" type="checkbox"/>
4	Sample lab reports (excellent, average, and poor with passing score only) of each lab experiments	<input type="checkbox"/>
5	Sample reports (excellent, average, and poor with passing score only) of each open-ended lab	<input checked="" type="checkbox"/>
6	Sample lab project reports (excellent, average, and poor with passing score only), if any	<input checked="" type="checkbox"/>
7	Final grade (showing marks of each exams) and grade distribution	<input checked="" type="checkbox"/>
8	Calculation of COs and POs attainment	<input checked="" type="checkbox"/>
9	Course Instructor's Feedback for CQI	<input checked="" type="checkbox"/>
10	Course Instructor's CV	<input checked="" type="checkbox"/>

Sl No	Content	Check List
1	Course outline	<input checked="" type="checkbox"/>
2	List of all projects	<input checked="" type="checkbox"/>
3	*Sample project proposals	<input checked="" type="checkbox"/>
4	*Sample progress report (1 <sup>st</sup> Term)	<input type="checkbox"/>
5	*Sample progress report (2 <sup>nd</sup> Term)	<input checked="" type="checkbox"/>
6	*Sample progress report (Final) with plagiarism report	<input checked="" type="checkbox"/>
7	*Sample progress presentation (1 <sup>st</sup> Term)	<input checked="" type="checkbox"/>
8	*Sample progress presentation (2 <sup>nd</sup> Term)	<input checked="" type="checkbox"/>
9	*Sample FYDP presentation (Final)	<input checked="" type="checkbox"/>
10	Final grade showing marks of each assessment tools with rubrics	<input checked="" type="checkbox"/>
11	Calculation of COs & POs attainment	<input checked="" type="checkbox"/>
12	Course Instructor's Feedback for CQI	<input checked="" type="checkbox"/>

- Course outline
- Question paper
- Moderation FORM

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## QUESTION MODERATION REPORT (INITIAL MODERATION)

<b>Course Title</b>	Electrical Circuit – I			<b>Course Code</b>	EEE 131		
<b>Term</b>	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer	<input type="checkbox"/> Autumn	2020	<b>Exam Type</b>	<input type="checkbox"/> Mid	<input checked="" type="checkbox"/> Final
<b>A. Evaluation of questions</b>							
<b>Sl No</b>	<b>Evaluation Item</b>			<b>Accepted as it is</b>	<b>Minor correction</b>	<b>Major correction</b>	
1	Reflection of learning outcomes (COs) in the questions			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Relevance of questions according to six levels of cognitive domain in Bloom's Taxonomy			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Breadth of the course material supposed to be covered during the semester			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Clarity of the questions			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Distribution of marks allocated for each question			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Correctness of the grammar and spelling			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	Question format followed as prescribed by the department			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B. Suggestive modification of <u>questions</u> , if any			
Question No.	Moderator's Suggestions	Responses of the examiner	Moderator's Remarks
1	According to course outline there should be no question from CO1. Omit this.		
2 (b)	Use the word "transfer" for maximum power <b>transfer</b> to the load and find the maximum power <b>transfer</b> to the load.		
3 (b)	This is an incomplete question. You can use "Draw the Norton's equivalent circuit.....". Use "... <b>the</b> last two digit...."		
4	It's a very long question. Give 30 marks and analyze only $v_c$ . Add "...how the time constant and transient response of $v_c$ will affect by increasing C from 5 to 10 $\mu$ F."		
C. Overall Acceptance			
<input type="checkbox"/> Accepted as it is <input type="checkbox"/> Accepted with minor revisions <input checked="" type="checkbox"/> Accepted with major revisions			
D. Any other comments			
Use the word "circuit" instead of "network" in all questions.			
Name of Moderator	Prof. Dr. Md. Abdur Razzak	Designation	Professor
Signature of Moderator	Abdur Razzak	Date	22/09/2020

## QUESTION MODERATION REPORT (FINAL MODERATION)

<b>Course Title</b>	Electrical Circuit – I				<b>Course Code</b>	EEE 131	
<b>Term</b>	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Summer	<input type="checkbox"/> Autumn	2020	<b>Exam Type</b>	<input type="checkbox"/> Mid	<input checked="" type="checkbox"/> Final
<b>A. Evaluation of questions</b>							
<b>Sl No</b>	<b>Evaluation Item</b>				<b>Accepted as it is</b>	<b>Minor correction</b>	<b>Major correction</b>
1	Reflection of learning outcomes (COs) in the questions				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Relevance of questions according to six levels of cognitive domain in Bloom's Taxonomy				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Breadth of the course material supposed to be covered during the semester				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Clarity of the questions				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Distribution of marks allocated for each question				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Correctness of the grammar and spelling				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Question format followed as prescribed by the department				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>B. Suggestive modification of <u>questions</u>, if any</b>			
<b>Question No.</b>	<b>Moderator's Suggestions</b>	<b>Responses of the examiner</b>	<b>Moderator's Remarks</b>
1	According to <u>course</u> outline there should be no question from CO1. Omit this.	CO1 is included in Final examination, there was a typing mistake in the course outline provided for moderation, which has been corrected.	I think <u>course</u> outline is OK. From next term no need to add CO1 questions in the final.
2 (b)	Use the word "transfer"...for maximum power <b>transfer</b> to the load and find the maximum power <b>transfer</b> to the load.	Comment applied in the revised question paper	Modification accepted.
3 (b)	Incomplete question. You can use "Draw the Norton's equivalent circuit...". Use "... <b>the</b> last two digit...."	Comment applied in the revised question paper	Use "... <b>the</b> last two digit...."
4	It's a very long question. Give 30 marks and analyze only $v_c$ . Add "...how the time constant and transient response of $v_c$ will affect by increasing $C$ from 5 to $10\mu F$ ."	Comment applied in the revised question paper and marks allocation modified accordingly	Modification accepted.
<b>C. Overall Acceptance</b>			
<input type="checkbox"/> Accepted as it is <input checked="" type="checkbox"/> Accepted with minor revisions <input type="checkbox"/> Accepted with major revisions			
<b>D. Any other comments</b>			
Use the word "circuit" instead of "network" in all questions.			

<b>Course Title</b>	Electrical Circuit - I				<b>Course Code</b>	EEE 131		
<b>Term and Year</b>	<input type="radio"/> Spring	<input checked="" type="radio"/> Summer	<input type="radio"/> Autumn	2021	<b>Exam Type</b>	<input checked="" type="radio"/> Mid	<input type="radio"/> Final	
<b>A. Evaluation of questions</b>								
<b>Sl No</b>	<b>Evaluation Item</b>				<b>Accepted as it is</b>	<b>Minor correction</b>	<b>Major correction</b>	
1	Reflection of learning outcomes (COs) in the questions				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Relevance of questions according to six levels of cognitive domain in Bloom's Taxonomy				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Breadth of the course material supposed to be covered during the semester				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Clarity of the questions				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Distribution of marks allocated for each question				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Correctness of the grammar and spelling				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Question format followed as prescribed by the department				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



<b>B. Suggestive modification of <u>questions</u>, if any</b>			
<b>Question No.</b>	<b>Suggestions</b>	<b>Responses of the examiner</b>	<b>Moderator's Remarks</b>
1	Show distribution of the marks, such as, (2+4+4)		
2	Show distribution of the marks, such as, (4+3+3)		
3	Show distribution of the marks, such as, (4+3+3)		
4 (a)			
4(b)			
<b>C. Overall Acceptance</b>			
<input type="radio"/> Accepted as it is <input checked="" type="radio"/> Accepted with minor revisions <input type="radio"/> Accepted with major revisions			
<b>D. Any other comments</b>			
Exam time should be 90 minutes			
<b>Response of the examiner</b>			
<b>Name of Moderator</b>	Dr. Md. Abdur Razzak	<b>Designation</b>	Professor
<b>Signature of Moderator</b>	Abdur Razzak	<b>Date</b>	04/08/2021

Grade Distribution								
Letter Grade	A, A-	B+, B, B-	C+, C, C-	D+, D	F	W	I	Total
Number of Students	7	15	16	0	2	1	0	41
Percentage (%)	17.07	36.59	39.02	0	4.88	2.44	0	100
Average Grade	C+							
CO Attainment Status ( >= 50% )								
Course Outcomes	CO1	CO2	CO3	CO4				
CO Attainment %	46.34	92.68	73.17	92.68				
Attainment Level*	Below KPI	Level 5	Level 3	Level 5				
* 90 – 100 = Level 5, 80-89.9 = Level 4, 70 – 79.9 = Level 3, 60 – 69.9 = Level 2, 50 – 59.9 = Level 1, < 50 = Below KPI								
PO Attainment Status ( >= 50% )								
Course Outcomes	PO2	PO3	PO7	PO12				
CO Attainment %	46.34	92.68	73.17	92.68				
Attainment Level*	Below KPI	Level 5	Level 3	Level 5				
* 90 – 100 = Level 5, 80-89.9 = Level 4, 70 – 79.9 = Level 3, 60 – 69.9 = Level 2, 50 – 59.9 = Level 1, < 50 = Below KPI								

## CO Attainment (KPI $\geq$ 50%)

COs	CO Statement	Attainment %	Attainment Level	Suggestive measure for CQI
CO1	Identify the characteristics of various types of dc-dc converters, rectifiers (AC-DC converters) and inverters (DC-AC converters).	46.34	Below KPI	Need to emphasize on analyzing various converter characteristics to attain CO1 at target and higher level.
CO2	Design power converters (ac-dc, dc-dc, dc-ac) with specific needs.	92.68	Level 5	Continue with the same TL & assessment to retain the same level of attainment of CO2.
CO3	Develop applications using the designed power converters for sustainable development.	73.17	Level 3	Emphasize needs to be given on the design aspects of converters so that CO3 can be achieved at a higher level.
CO4	Identify a contemporary problem through literature review whose solution will be designed, developed and verified using power electronics.	92.68	Level 5	Emphasize needs to be given on the application design using converters addressing environment so that CO3 can be achieved at a higher level.

\* 90 – 100 = Level 5, 80-89.9 = Level 4, 70 – 79.9 = Level 3, 60 – 69.9 = Level 2, 50 – 59.9 = Level 1, < 50 = Below KPI

Item	Questions
Curriculum	Is the course content sufficient?
	Is the number of lectures sufficient to complete the course content?
	Have the students met the expected course outcomes?
Teaching Learning	Tick on the teaching-learning & delivery methods that you have used in the classroom.
	Tick on the teaching tools that you have used in the classroom.
	Teaching materials that you have distributed to students.
	Did you use any online platform to disseminate teaching materials?
	Comment on the percentage of students' responded in the class.
	Comment on any group work or students' activity in the class.
Assessment	Tick on the appropriate tools that you have used for assessment.
	Are assessment tools adequate?
	Comment on the effect of class size on your assessment method.
	Comments on the adequacy of the rubrics.
	Comment on the suitability of assignment / project in this course.
Any recommendations on curriculum, teaching-learning and assessment to improve this course?	

## 1. Instructor's Information

Name		Designation	
Organization		Department	
E-mail		Contact No	

## 2. Specializations

## 3. Academic Qualifications

## 4. Teaching Experiences

## 5. Research Experiences

## 6. Administrative Experiences

## 7. Professional Memberships



## 8. Scholarships and Awards

## 9. Courses Taught at the University Level

Undergraduate

Graduate

## 10. List of Graduate Theses Supervision (Last 5 Years)

## 11. Publications

Total number of publications

Number of peer-reviewed journal papers

Number of peer-reviewed international conference proceedings

Number of national conference proceedings / abstract

Number of books published

Number of book chapters published

Number of google scholar citation

google scholar h-index

google scholar i-10 index

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Instructor's Signature

Date

