

Minutes of the 27th meeting of the Academic Affairs Committee (AAC) held on 14th April, 2023 in the Meeting Room, 2nd Floor meeting Room, R&D Block at 2.30 p.m.

	<p>Following members/special invitees were present:</p> <ul style="list-style-type: none">● Prof. Anuradha Sharma – AAC Chair and Chair-PG Affairs● Prof. Pushpendra Singh – DoAA● Dr. Sumit J. Darak - Chair-UG Affairs● Prof. Sujay Deb● Dr. Ganesh Bagler● Dr. Debajyoti Bera● Dr. Sriram K● Dr. Vinayak Abrol● Dr. Arun Balaji● Prof. Pankaj Bajpai● Dr. Arun Balaji Bundru● Mr. K P Singh –Academic In-Charge● Ms. Nisha Narwal - Assistant Manager (Academics) <p>At the outset, Prof. Anuradha Sharma (AAC Chair) welcomed all members/special invitees to the AAC meeting. Thereafter, the agenda items were taken up for discussion and the following decisions/recommendations were made:</p>
Item 1.	<p>The minutes of 26th AAC meeting held on 10th February, 2023 were confirmed as circulated.</p>
Item 2.	<p>Reporting Items</p> <p>1. The following new course was shared with AAC members over email. Since no comments were received, this course is considered as approved.</p> <ul style="list-style-type: none">● <u>ECE765</u> - Advances in Deep Learning to be offered by Dr. AV Subramanyam <p>The AAC noted the above.</p> <p>Action: Academic Section</p>
Item 3.	<p>The Board of Governors, in its 59th meeting held on December 06, 2022, inter alia, desired as under:</p> <p><i>“To avoid possible fraudulent cases and privacy infringements, the Board desired that the Aadhar number of the Indian students may be printed in the requisite format and Passport No./Social Security Number on the degrees awarded to the international students. The Board reiterated the use of Digi locker for the degrees issued, as followed in other Universities.</i></p> <p>During the course of discussions, it was felt that printing personal identification numbers on degrees may have security and privacy concerns. The DoAA also informed that a new Masked Aadhar card policy has come which needs to be</p>

examined before taking action to print the Aadhar or any personal identification number on the degrees. The BoG may be apprised of the same.

Action: Academic Section/Registrar

Item 4.

To review the bucket courses for M.Tech. CSE Program.

Dr. Debajyoti Bera, Associate Head, CSE presented the background of the proposal and informed the members that the Department of CSE has reviewed the bucket courses for M.Tech. CSE program. Now there will be no Software bucket. Instead, there will be a new Math bucket. The CSE department also proposed the following:

- 1) The MTech program should have three core course buckets: Theory, Systems, Math. Each bucket should always contain at least 3 courses.
- 2) The committee does not propose any change to the current Theory bucket. The students need to take at least one course from this bucket.
- 3) The Systems bucket should keep only the courses that are related to the foundations of hardware and software systems. Moreover, the courses that the deptt. offers should be regular elective courses which are normally offered or planned to be offered every year. As a consequence, the following courses are recommended in the bucket:

Wireless Networks, Computer Architecture, Compiler, Advanced Operating Systems. The students need to take at least one course from this bucket.

- 4) The Math bucket is intended to build a solid mathematics foundation required to learn advanced courses in the students' streams or other courses in their program. The students are expected to take one or more math courses accordingly. The following courses are recommended:
 1. Probability and Random Processes (ECE 501)
 2. Linear Optimization (MTH 374/574)
 3. Convex Optimization (CSE528)
 4. Advanced Linear Algebra (MTH510) (or preferably Graduate Linear Algebra since MTH510 is more advanced than required)
 5. Graduate Discrete Mathematics (New) or a new hybrid course on mathematics that covers 2-3 topics. The last course would be particularly useful to the students under the general stream. The students will be required to take at least one course from this bucket.

Dr. Debajyoti also clarified the points raised by the members during the meeting. During the course of discussions, the DoAA informed that Dr. Saket has proposed to include AOMML (Applied Optimization Methods for Machine Learning (ECE666) course in the Math Bucket. It was suggested to have a discussion on the inclusion of AOMML in the Math bucket in the CSE department.

It was agreed that there should be a provision to add new courses to these three buckets with the approval of AAC.

After detailed deliberation, the AAC agreed to the above proposal and recommended it for Senate approval.

Action: Senate

<p>Item 5.</p>	<p>Delay in the PhD thesis evaluation process</p> <p>The AAC Chair informed the members that some Ph.D. thesis examiners do not respond even after repeated reminders from the Academic section, PG Chair and the DoAA. As a result, the thesis defense gets delayed and our students lose postdoc/job offers. Our current Ph.D. regulations allow us to schedule the defense with reports from two examiners in such cases.</p> <p>After detailed deliberations, the AAC decided that the Academic Section will maintain a list of all such examiners who inordinately delay in sending the report and keep the Chair PGC informed if these names are nominated by the Advisors.</p> <p>It was also decided that after the stipulated timeline for thesis evaluation (as mentioned in the Guidelines), a reminder may be sent every week subject to a maximum of 4 reminders. If two reports are already received, then we will send weekly reminders to the third examiner and wait for about one month for the third report. If the third examiner neither submits the report nor responds to the reminders, then the defense may be scheduled with the two satisfactory Ph.D. thesis reports ((i.e. category A or B). The third examiner should be informed immediately that in the interest of the student we have decided to go ahead with Ph.D. defense seminar and that no report is required from his/her side. In this case, the third examiner should not be paid any honorarium.</p> <p>Action: Academic Section/Senate</p>
<p>Item 6.</p>	<p>To review the CGPA criteria for semester exchange program with JKLU</p> <p>After detailed deliberation, the AAC decided that a minimum CGPA of 7 is to be fixed for JKLU students coming to the Institute as a visiting student. These visiting students will be required to follow the Institute's Plagiarism policy and other disciplinary rules during their study at IIITD. The JKLU may be informed of the same so that they sensitize their students at the time of nomination.</p> <p>Action: Academic Section</p>
<p>Item 7.</p>	<p>In the 25th AAC Meeting, it was suggested to have an updated Best BTP Award Format for awarding "Best B.Tech. Project Award".</p> <p>The AAC discussed the proposed format for Best BTP. After detailed deliberation it was decided to send a Google form to get recommendation for the "Best B.Tech. Project Award". Only one reminder may be sent to the faculty to expedite the recommendation. Not receiving any reply will indicate a "No" from the examiner. Dr. Debajyoti Bera was requested to prepare the Google form on urgent basis for immediate implementation.</p> <p>Action: Academic Section/Dr. Debajyoti Bera</p>
<p>Item 8.</p>	<p>To review IIITD Course Description format.</p> <p>Dr. Debajyoti Bera presented this item and apprised the members of the shortcomings of the current course description document which has information that keeps on changing every year (e.g., textbook, weekly schedule, etc.). This creates confusion among students</p>

and future instructors as to what is mandatory and what is suggestive. After detailed deliberation it was decided to divide the course description into two parts:

Mandatory part (changes require approval): Name, description, credits, presence of lecture-tutorial-lab components (not necessarily the schedule), Course Objectives, and list of topics.

The “**Suggested plan**” component include a weekly schedule of labs-lectures-tutorials, (where mentioning the week number in the course plan can be avoided), mapping with COs, books, evaluation plan, etc.; this component is required during course approval to understand the feasibility and intended workload+rigor of a course, but may not be necessary for students (information could be retained for guiding future instructors). Further, guidelines should be laid down for core and elective courses on which components require further approval when modified in a future semester.

Also, it is proposed that the current taxonomy be updated with the revised “Bloom's taxonomy” (Given below) from “Computing Curricula 2020” which has more actions/verbs which will allow more flexibility to design the COs. Further, it is proposed that at least half of the COs associated with any course should use the verbs associated with Analyzing, Evaluating, and Creating levels. The course description template would contain detailed instructions along with examples to guide course designers, and each CO would be checked for adherence to the taxonomy.

Link to Computing Curricula 2020:

<https://www.acm.org/binaries/content/assets/education/curricula-recommendations/cc2020.pdf>

Levels of Cognitive Skills Based on Bloom's Taxonomy

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Exhibit memory of previously learned materials by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, and giving descriptions.	Solve problems in new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Examine and break information into parts by identifying motives or causes; make inferences and find evidence to support solutions.	Present and defend opinions by making judgments about information, validity of ideas, or quality of material.	Compile information together in a different way by combining elements in a new pattern or by proposing alternative solutions.

	B-I Remembering	B-II Understanding	B-III Applying	B-IV. Analyzing	B-V Evaluating	B-VI. Creating
Definitions	Exhibit memory of previously learned materials by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions,	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support	Present and defend opinions by making judgments about information, validity of ideas, or quality of	Compile information together in a different way by combining elements in a new pattern or proposing alternative
Verbs	Choose, Define, Find, How, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Spell, Tell, What, When, Where, Which, Who, Why	Classify, Compare, Contrast, Demonstrate, Explain, Extend, Illustrate, Infer, Interpret, Outline, Relate, Rephrase, Show, Summarize, Translate	Apply, Build, Choose, Construct, Develop, Experiment, with, Identify, Interview, Make, use, of, Model, Organize, Plan, Select, Solve, Utilize	Analyze, Assume, Categorize, Classify, Compare, Conclusion, Contrast, Discover, Dissect, Distinguish, Divide, Examine, Function, Inference, Inspect, List, Motive, Relationships, Simplify, Survey, Take part in, Test for, Theme	Agree, Appraise, Assess, Award, Choose, Compare, Conclude, Criteria, Criticize, Decide, Deduct, Defend, Determine, Disprove, Estimate, Evaluate, Explain, Importance, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Prioritize, Prove, Rate, Recommend, Rule on, Select, Support, Value	Adapt, Build, Change, Choose, Combine, Compile, Compose, Construct, Create, Delete, Design, Develop, Discuss, Elaborate, Estimate, Formulate, Happen, Imagine, Improve, Invent, Make up, Maximize, Minimize, Modify, Original, Originate, Plan, Predict, Propose, Solution, Solve, Suppose, Test, Theory

It may also be desirable to upfront list which program objective (POs) this course satisfies; this helps during accreditation and could in general be beneficial to understand where this course fits with respect to a program.

Action: Academic Section/Senate

Item 9. To Review the TAship Policy.

The AAC discussed the existing TAship Policy. During discussion, it was noted that many B.Tech. students become Teaching Assistants in every semester and faculty members mostly prefer B.Tech. TAs over M.Tech. TAs. Sometimes this creates problems as many such B.Tech. students are allocated TAship who are either not eligible to take the load of TAship because of low CGPA or extra load. After detailed deliberation AAC members recommended the following changes in the ratio of course wise TA allocation:

- For courses (having Lab or/and Tut), the ratio will be 20:1
- For all other courses, the ratio will be 30:1
(Here the ratio is defined as Registered student: TA)

For TA allocation the preference will be given to core courses. For core courses, there should be atleast one Ph.D. student for every 100 students (eg: if there are 300 students in a course then there should be 3 PhD TAs).

It was decided not to allow 2nd year students for TAs.

Action: Academic Section

Item 10. **To Review the M.Tech. CSE Internship Rule**

Dr. Debajyoti informed that the current internship rule was again discussed in the CSE FM and it has recommended disallowing M.Tech. CSE students (including M.Tech. CSAI students) from going for internships during their first 4 regular semesters (i.e., Monsoon and Winter semesters). They can either go for Internship in the fifth or subsequent semester or in the summer term. It was clarified that this policy will apply only to M.Tech. students of CSE department **and from the incoming batch of 2023-24 onwards**. After detailed deliberation the AAC agreed to the proposal of the CSE department and recommended the same for approval of the Senate.

Action: Senate

Item 11. **To Review the changes proposed by SSH Department in the Regulations of Minor in Entrepreneurship.**

Prof. Pankaj Vajpayee apprised the members of the proposed below mentioned 2 options for a student to complete the requirements to earn degree with Minor in Entrepreneurship:

Option 1	Option 2
24 credits of course work	16 credits of coursework
	8 credits BTP registered under ENT track only
Compulsory apprenticeship (pre-approved)	Compulsory apprenticeship (pre-approved)

Courses for Minor in Entrepreneurship:

- Entrepreneurial Khichdi
- New Venture Planning

- Entrepreneurial Communication
- Creativity Innovation and Inventive Problem solving
- Social Entrepreneurship
- Foundations of Marketing
- Foundations of Finance
- Effective Supply chain for e-commerce
- Entrepreneurial Finance
- Valuation and Portfolio Management
- Microeconomics
- Healthcare Innovation and Entrepreneurship Essentials
- Relevance of Intellectual Property for Startups

After detailed deliberation, the AAC agreed to the proposed changes and recommended for approval of the Senate. The change will apply from the next Academic year. However, for students who are graduating this year, they will be given an option to opt for old or new rules to complete requirements for Minor in Entrepreneurship.

Action: Academic Section/Senate

The meeting ended with a vote of thanks to and by the Chairperson.
