



Department of Electrical and Electronics Engineering Academic Year 2024 – 2025 (Odd Semester)

Degree, Semester & Branch: V Semester B.E. EEE

Course Code & Title: EE3037 Power System Transients

Name of the Faculty member: Dr.D.Karthik Prabhu

Innovative Practice Description

- **Unit / Topic:** Unit I / Sources of different types of transients
- **Course Outcome:** CO1
- **Topic Learning Outcome:** TLO1
- **Activity Chosen:** One Minute Paper

- **Justification:**

The chosen topic – sources of different types of transients in power system network. Since, in power system different type of transient will occur in different situation. After teaching the concept, I thought of conducting this activity for enabling the students to understand the different types of transients which enhance their learning level and as a teacher I can judge the understanding level of the students.

Time Allotted for the Activity: 10 Minutes

- **Details of the Implementation:**

After completing the topic, I gave 5 minutes for the students to think about the topic without writing anything.

Total Strength: 63

Reporter : Myself

At the end of the class

- ✓ I asked the students to think about various types of transients for 5 minutes.
- ✓ I told them to write as much as they remember for 3 minutes.
- ✓ Finally, I collected the papers from the students.(2 minutes)



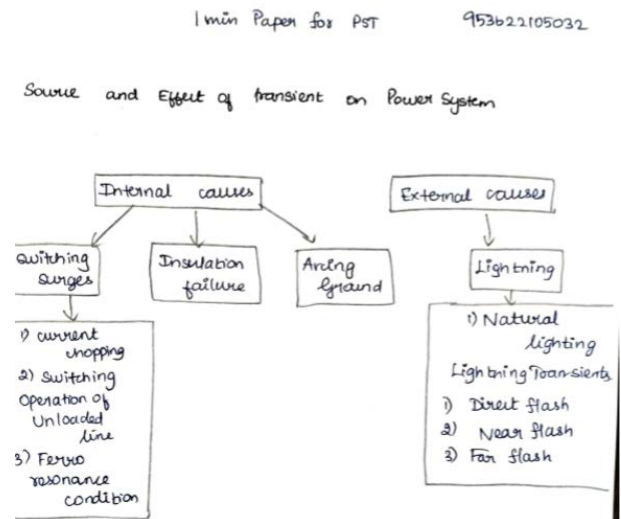
• CO – PO / PSO mapping:

CO	PO1	PO2	PO3	PO5	PO8	PO10	PO12	PSO1
CO1	3	2	2	3	1	1	1	2

• PO / PSO mapped:

Innovative practice	PO10
	1
Justification for correlation	Due to this activity, student's written communication will be enhanced. So it is slightly correlated.

• Screenshot of the activity:



Reflective Critique:

❖ **Feedback of practice from students and other stakeholders:**

Students felt that writing about the given topic make them understand it well and able to recollect immediately.

❖ **Benefit of the practice:**

1. All the students were able to write the given topic.
2. After conducting the activity, I came to know that students understood the topic and they were able to explain it.



❖ *Challenges faced in implementation:*

1. Time utilization for conducting the activity
2. Some students could not be able to recollect and write immediately.

References:

- ✓ Allan Greenwood, 'Electrical Transients in Power Systems', Wiley Inter Science, New York, 2nd Edition, 1991.
- ✓ Pritindra Chowdhari, "Electromagnetic transients in Power System", John Wiley and Sons Inc., Second Edition, 2009.
- ✓ <https://oncourseworkshop.com/self-awareness/one-minute-paper/>

Signature of Faculty Member

HOD



Department of Electrical and Electronics Engineering Academic Year 2024 – 2025 (Odd Semester)

Degree, Semester & Branch: V Semester B.E. EEE

Course Code & Title: EE3037 Power System Transients

Name of the Faculty member: Dr.D.Karthik Prabhu

Innovative Practice Description

- **Unit / Topic:** Unit II / Normal and Abnormal transients
- **Course Outcome:** CO2
- **Topic Learning Outcome:** TLO6
- **Activity Chosen:** Think Pair Share

- **Justification:**

The chosen topic – provides understanding about the normal transients and abnormal transients. After teaching the concept, I thought of conducting this activity for making the students to provide knowledge about the transients and its effects which enhance the learning level and as a teacher I can judge the understanding level of the students.

Time Allotted for the Activity: 10 Minutes

- **Details of the Implementation:**

After completing the topic, the students will be paired with their neighbors, 4 students as a group.

Total Strength is 63, Number of Pairs – 16

Photographer: Myself

Reporter: Myself

At the end the Class (Last 10 minutes)

- I asked the students to **think** about normal and abnormal transients, and its effects for 2 minutes.
- Then I told them to **Pair** with their neighbors and discuss about the concept of normal and abnormal transients for another 2 minutes.
- Finally, I selected 1 Pair from each column randomly and ask them to **share** about normal and abnormal transients. (6 minutes)
- Finally, I summarized the points again about normal and abnormal transients.



- **CO – PO / PSO mapping:**

CO	PO1	PO2	PO3	PO5	PO9	PO10	PO12	PSO1
CO2	3	3	3	3	1	1	1	3

- **PO / PSO mapped:**

Innovative practice	PO9
	1
Justification for correlation	Due to this activity, student's team work is getting enhanced. So it is slightly correlated.

- **Screenshot of the activity:**





Reflective Critique:

❖ *Feedback of practice from students and other stakeholders:*

Students felt that discussing with the team members and sharing the concept with everyone make them understand it well and enhanced their knowledge.

❖ *Benefit of the practice:*

1. All the students were able to share the topic given in an effective way.
2. Students understood the concept which was reflected from their answers during sharing session.

❖ *Challenges faced in implementation:*

1. Time utilization for conducting the activity
2. Slow learners were not able to recollect and present some points during sharing session.

References:

- ✓ Allan Greenwood, 'Electrical Transients in Power Systems', Wiley Inter Science, New York, 2nd Edition, 1991.
- ✓ Pritindra Chowdhari, "Electromagnetic transients in Power System", John Wiley and Sons Inc., Second Edition, 2009.
- ✓ <https://www.readingrockets.org/strategies/think-pair-share>

Signature of Faculty Member

HOD



Department of Electrical and Electronics Engineering Academic Year 2024 – 2025 (Odd Semester)

Degree, Semester & Branch: V Semester B.E. EEE

Course Code & Title: EE3037 Power System Transients

Name of the Faculty member: Dr.D.Karthik Prabhu

Innovative Practice Description

- **Unit / Topic:** Unit III / Factors Contributing to good line design
- **Course Outcome:** CO3
- **Topic Learning Outcome:** TLO10
- **Activity Chosen:** One Minute Paper

- **Justification:**

The chosen topic – factors contributing to good line design. Since, in power system network design it should be considering some factors. After teaching the concept, I thought of conducting this activity for enabling the students to understand the transmission line design consideration which enhance their learning level and as a teacher I can judge the understanding level of the students.

Time Allotted for the Activity: 10 Minutes

- **Details of the Implementation:**

After completing the topic, I gave 5 minutes for the students to think about the topic without writing anything.

Total Strength: 53

Reporter : Myself

At the end of the class

- ✓ I asked the students to think about factors contributing for good transmission line design 5 minutes.
- ✓ I told them to write as much as they remember for 3 minutes.
- ✓ Finally, I collected the papers from the students.(2 minutes)



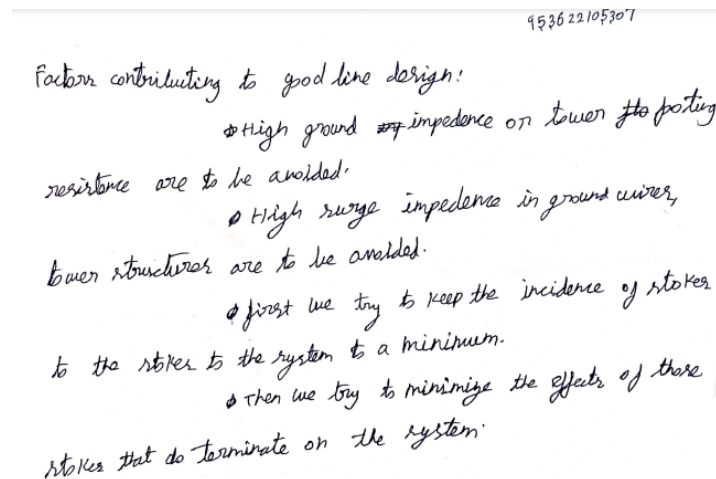
• CO – PO / PSO mapping:

CO	PO1	PO2	PO3	PO5	PO9	PO10	PO12	PSO1
CO1	3	2	3	3	1	1	1	2

• PO / PSO mapped:

Innovative practice	PO10
	1
Justification for correlation	Due to this activity, student's written communication will be enhanced. So it is slightly correlated.

• Screenshot of the activity:



Reflective Critique:

❖ **Feedback of practice from students and other stakeholders:**

Students felt that writing about the given topic make them understand it well and able to recollect immediately.

❖ **Benefit of the practice:**

1. All the students were able to write the given topic.
2. After conducting the activity, I came to know that students understood the topic and they were able to explain it.
3. During IAT-II most of the students answered correctly in PART-A.



❖ *Challenges faced in implementation:*

1. Time utilization for conducting the activity
2. Some students could not be able to recollect and write immediately.

References:

- ✓ Allan Greenwood, 'Electrical Transients in Power Systems', Wiley Inter Science, New York, 2nd Edition, 1991.
- ✓ Pritindra Chowdhari, "Electromagnetic transients in Power System", John Wiley and Sons Inc., Second Edition, 2009.
- ✓ <https://oncourseworkshop.com/self-awareness/one-minute-paper/>

Signature of Faculty Member

HOD