



Department of Electronics & Communication Engineering.

Minutes of CDMC Meeting

26-02-2017

The members of Curriculum Design and Monitoring Committee for B.Tech Electronics & Communication Engineering program met on 26-02-2017 at VSF09, 'H' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr. N. Usharani	Chairman	
2.	Mr. T. Pitchaiah	Member	
3.	Mr. P.J. Reginald	Member	
4.	P. Krishna Chaitanya	Member	

Agenda of the meeting

1. Analysis of the feedback collected from various stakeholders such as Alumni, Employers, Faculty, Parents and Students during the academic year 2016-17.


Chairman-CDMC, presented feedback analysis to the committee.

1. Employers suggested the following
 - a. Motivate the students towards research based on current trends.
 - b. Project oriented curriculum gives hands on experience.
2. Alumni suggested the following
 - a. Advanced courses in core engineering
 - b. More emphasis on simulation/software based experiments.
3. Faculty suggested the following
 - a. Credits should be given for NPTEL certification courses.
4. Parents suggested the following
 - a. Communications skills need to be improved
 - b. Concepts suitable to core and government sector should be incorporated in the curriculum.

5. Students suggested the following
 - a. More weightage for projects
 - b. Regular workshops need to be conducted.

Detailed feedback analysis report is enclosed as Annexure-I

The outcomes of the meeting will be placed before the BOS for further discussion and recommendations.


Chairman, CDMC

Annexure 1

Feedback from Alumni Students 2016-17 (Academic Year) - UG – B. Tech (ECE)

The result derived in terms of percentage of students with common views, average score, and ratings is presented in Table 1.

Table 1: Analysis of feedback from Alumni 2016–17

	Strongly Agree	Agree	Moderate	Disagree	Strongly disagree	Avg. Rating	Grade
Q1	48	52	0	0	0	4.48	Excellent
Q2	68	32	0	0	0	4.68	Excellent
Q3	48	52	0	0	0	4.48	Excellent
Q4	68	32	0	0	0	4.68	Excellent
Q5	48	52	0	0	0	4.48	Excellent
Q6	68	32	0	0	0	4.68	Excellent
Q7	68	32	0	0	0	4.68	Excellent

The highest score of 4.48 was given to the parameter “Current Curriculum is superior to your studied Curriculum” followed by “Curriculum has paved a good foundation in understanding the basic engineering concepts” with a score of 4.28 and has been rated as Excellent.

The parameters “Tools and Technologies learnt during laboratory sessions has enriched the problem-solving skills”, “Course Contents of Curriculum are in tune with the Program Outcomes”, “Curriculum imparted all the required Job Oriented Skills” and “Ability to compete with your peers from other Universities” obtained the scores of 4.24, 4.12, 4.08 and 4.00 respectively and has been rated as Excellent.

It is clearly visible from the table that the parameter “Professional and Open Electives of Curriculum served the technical advancements needed to serve in the industry” obtained the score 3.88 and has been rated as Very Good.

Feedback from Employer 2016-17 (Academic Year) - UG – B. Tech (ECE)

The result derived in terms of percentage of employer with common views, average score, and ratings is presented in Table 2.

Table 2: Analysis of feedback from Employer 2016–17

	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	41.4	58.6	0	0	0	4.414	Excellent
Q2	44.8	44.8	10.3	0	0	4.341	Excellent
Q3	31	69	0	0	0	4.31	Excellent
Q4	37.9	58.6	3.4	0	0	4.341	Excellent
Q5	51.7	44.8	3.4	0	0	4.479	Excellent

The highest score of 5 was given to the parameter “Problem Solving and Soft Skills acquired by the students through the curriculum will enable them to be placed in IT Industry” followed by “Professional and Open Electives are fulfilling the ever- evolving needs of IT industries” with a score of 4.834 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Professional and Open Electives are fulfilling the ever- evolving needs of IT industries” and “Curriculum provides the scope for improving the required skills of IT and IT enabled Industry Demands” obtained average scores 4.751 and 4.584 respectively and has been rated as Excellent.

The parameter “Tools and technologies described in the curriculum are enough to design and develop new applications of IT Industry” obtained the scores of 4.5 and has been rated as Excellent which will be considered and benefit the students towards the IT Industry.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to improve the problem solving skills and soft skills of the students which enable them to be placed in IT Industry.

The feedback analysis given by employer reveals that by improving the required skills of IT and IT enabled Industry Demands helps the student to get placements.

Feedback from faculty 2016-17 (Academic Year) - UG – B. Tech (ECE)

The result derived in terms of percentage of faculty with common views, average score, and ratings is presented in Table 3.

Table 3: Analysis of feedback from faculty 2016–17

	Strongly Agree	Agree	Moderate	Disagree	Strongly disagree	Avg. Rating	Grade
Q1	48.7	51.3	0	0	0	4.487	Excellent
Q2	48.7	51.3	0	0	0	4.487	Excellent
Q3	53.8	46.2	0	0	0	4.538	Excellent
Q4	48.7	51.3	0	0	0	4.487	Excellent
Q5	51.3	48.7	0	0	0	4.513	Excellent

The highest score of 4.588 was given to the parameter Q7: Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable” followed by “Q2: Course Contents enhance the Problem-Solving Skills and Core competencies” with a score of 4.529 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Q5: Electives enable the passion to learn new technologies in emerging areas”, “Q4: Contact Hour Distribution among the various Course Components (LTP) is Justifiable”, “Q3: Allocations of Credits to the Courses are satisfiable”, “Q6: Curriculum is providing opportunity towards Self learning” and “Q8: Courses with laboratory sessions are sufficient to improve the technical skills of students” obtained average scores 4.353, 4.349, 4.117 and 4 respectively and has been rated as Excellent.

The parameters “Q9: Inclusion of Minor/ Mini Projects improved the technical competency and leadership skills among the students” obtained the scores of 3.765 and has been rated as Very Good which clearly reflects the benefit towards the student expectations.

Feedback from Parents 2016-17 (Academic Year) - UG – B. Tech (ECE)

The result derived in terms of percentage of Parents with common views, average score, and ratings is presented in Table 4.

Table 4: Analysis of feedback from Parents 2016–17

	Strongly Agree	Agree	Moderate	Disagree	Strongly disagree	Avg. Rating	Grade
Q1	62.5	37.5	0	0	0	4.625	Excellent
Q2	40.6	46.9	12.5	0	0	4.281	Excellent
Q3	31.3	50	18.8	0	0	4.129	Excellent
Q4	28.1	53.1	18.8	0	0	4.093	Excellent
Q5	37.5	40.6	21.9	0	0	4.156	Excellent

The highest score of 4.65 was given to the parameter “Course Curriculum is of the global standard and is in tune with the needs of IT and IT enabled industries” followed by “Competency of your ward is on par with the students from other Universities/Institutes” with a score of 4.59 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Curriculum realizes the personality development and technical skilling of your ward” and “Satisfaction about the Academic, Emotional Progression of your ward” obtained average score 4.546 each and has been rated as Excellent.

The parameter “Curriculum enhances the intellectual aptitude of your ward” obtained the score of 4.54 and has been rated as excellent which clearly reflects the benefit towards the parent’s expectations.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to combat the learning difficulties of the students.

Feedback from Students 2016-17 (Academic Year) - UG – B. Tech (ECE)

The result derived in terms of percentage of students with common views, average score, and ratings is presented in Table 5.

Table 5: Analysis of feedback from students 2016 – 17

	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	65.1	34.9	0	0	0	4.651	Excellent
Q2	55.4	44.6	0	0	0	4.554	Excellent
Q3	41.3	58.7	0	0	0	4.413	Excellent
Q4	40.5	59.5	0	0	0	4.405	Excellent
Q5	39.3	60.7	0	0	0	4.393	Excellent
Q6	36.1	63.9	0	0	0	4.361	Excellent
Q7	39.6	60.4	0	0	0	4.396	Excellent
Q8	32.7	67.3	0	0	0	4.327	Excellent
Q9	40.1	59.9	0	0	0	4.401	Excellent

The highest score of 4.42 was given to the parameter “Q1: Course Contents of Curriculum are in tune with the Program Outcomes” followed by “Q2: Course Contents are designed to enable Problem Solving Skills and Core competencies” with a score of 4.35 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Q7: Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable” and “Q8: Laboratory sessions are sufficient to improve the technical skills of students” obtained average scores 4.052 and 4.006 respectively and has been rated as Excellent.

The parameters “Q3: Courses placed in the curriculum serves the needs of both advanced and slow learners” and “Q6: Curriculum is providing opportunity towards Self learning to realize the expectations” obtained the scores of 3.98 and 3.97 respectively and has been rated as Very Good which clearly reflects the benefit towards the student expectations.

Average scores of 3.904; 3.904 and 3.841 were obtained by the parameters “Q5: Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students”; “Q9: Electives have enabled the passion to learn new technologies in emerging areas” and “Q4: Contact Hour Distribution among the various Course Components (LTP) is satisfiable”.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to combat the learning difficulties of the students.

The feedback analysis reveals that laboratory sessions help to improve the students’ technical skills and the courses placed in the curriculum supports both the advanced learners as well as slow learners.


Chairman, CDMC