



Minutes of CDMC Meeting

03-04-2017

The members of Curriculum Design and Monitoring Committee for Bachelor Computer Applications programme met on 03-04-2017 at ASF04, 'U' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr.N. Veeranjanyulu Professor & Head	Chairman	
2.	Mrs.K.Santhosri	Member	
3.	Mr.K.Praveen Kumar	Member	
4.	Mrs.PRSM Lakshmi	Member	

Agenda of the meeting

1. Analysis of the feedback collected from various stakeholders such as Faculty, Parents and Students during the academic year 2016-17.
2. Any point with the permission of Chair.

The following are the important points of analysis obtained from various stakeholders:

1. Add employability courses like the internet of things, scripting languages, and could computing, etc.
2. Include more importance in problem-solving skills in curriculum
3. It is better to include basic issues on data analytics in the first and second units of Data mining and data analytics course. From 3rd units, data analytics issues and practical exposure to various data analytics algorithms are more appropriate for students
4. The curriculum must improve the placements of the department
5. Minimize the number of evaluation schemes and include the courses based on the feedback from industry experts
6. Introduce more practical oriented courses like python, R programming, data analytics



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Department of Information Technology

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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 Students 2016-17 (Academic Year) - UG -(BCA)

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

Table 1: Analysis of feedback from students 2016 – 17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	21.1	36.8	21.1	5.3	15.8	3.424	Good
Q2	31.6	26.3	15.8	21.1	5.3	3.581	Very Good
Q3	21.1	21.1	31.6	26.3	0	3.373	Good
Q4	15.8	31.6	36.8	10.5	5.3	3.421	Good
Q5	42.1	15.8	15.8	10.5	15.8	3.579	Very Good
Q6	10.5	15.8	42.1	21.1	10.5	2.947	Moderate
Q7	36.8	42.1	10.5	10.5	0	4.049	Excellent
Q8	42.1	26.3	5.3	21.1	5.3	3.791	Very Good
Q9	31.6	31.6	10.5	0	26.3	3.422	Good

Q1. Course Contents of Curriculum are in tune with the Program Outcomes.

Q2. Course Contents are designed to enable Problem Solving Skills and Core competencies

Q3. Courses placed in the curriculum serves the needs of both advanced and slow learners.

Q4. Contact Hour Distribution among the various Course Components (LTP) is satisfiable.

Q5. Electives have enabled the passion to learn new technologies in emerging areas.

Q6. Curriculum is providing opportunity towards Self learning to realize the expectations

Q7. Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable.

Q8. Laboratory sessions are sufficient to improve the technical skills of students.



Q9. Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students

The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).

Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.049 was given to the parameter “Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable” followed by “Laboratory sessions are sufficient to improve the technical skills of students” with a score of 3.791 and have been rated as Excellent and Very Good.

It is clearly visible from the table that the parameters “Course Contents are designed to enable Problem Solving Skills and Core competencies” and “Electives have enabled the passion to learn new technologies in emerging areas” obtained average scores 3.581 and 3.579 respectively and has been rated as Very Good.

The parameters “Course Contents of Curriculum are in tune with the Program Outcomes” and “Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students” obtained the scores of 3.424 and 3.422 respectively and has been rated as Very Good which clearly reflects the benefit towards the student expectations.

Average scores of 3.421, 3.373 and 2.947 were obtained by the parameters “Contact Hour Distribution among the various Course Components (LTP) is satisfiable”, “Courses placed in the curriculum serves the needs of both advanced and slow learners” and “Curriculum is providing opportunity towards Self learning to realize the 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.

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



Feedback from Faculty 2016-17 (Academic Year) - UG – (BCA)

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

Table 2: Analysis of feedback from faculty 2016 – 17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	68	28	4	0	0	4.64	Excellent
Q2	56	40	4	0	0	4.52	Excellent
Q3	76	20	0	0	4	4.64	Excellent
Q4	72	16	12	0	0	4.6	Excellent
Q5	80	12	8	0	0	4.72	Excellent
Q6	68	20	8	0	4	4.48	Excellent
Q7	72	16	12	0	0	4.6	Excellent
Q8	76	16	4	0	4	4.6	Excellent
Q9	72	20	4	4	0	4.6	Excellent

Q1.Course Contents of Curriculum are in tune with the Program Outcomes

Q2.Course Contents enhance the Problem-Solving Skills and Core competencies

Q3.Allocation of Credits to the Courses are satisfiable

Q4.Contact Hour Distribution among the various Course Components (LTP) is Justifiable

Q5.Electives enable the passion to learn new technologies in emerging areas

Q6.Curriculum is providing opportunity towards Self learning

Q7.Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable

Q8.Courses with laboratory sessions are sufficient to improve the technical skills of students

Q9.Inclusion of Minor/ Mini Projects improved the technical competency and leadership skills among the students

The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).



Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.72 was given to the parameter “Electives enable the passion to learn new technologies in emerging areas” followed by “Course Contents of Curriculum are in tune with the Program Outcomes” with a score of 4.64 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Allocation of Credits to the Courses are satisfiable” and “Contact Hour Distribution among the various Course Components (LTP) is Justifiable” obtained average scores 4.64 and 4.6 respectively and has been rated as Excellent.

The parameters “Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable” and “Courses with laboratory sessions are sufficient to improve the technical skills of students” obtained the scores of 4.6 and 4.6 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.6, 4.52 and 4.48 were obtained by the parameters “Inclusion of Minor/ Mini Projects improved the technical competency and leadership skills among the students”, “Course Contents enhance the Problem-Solving Skills and Core competencies” and “Curriculum is providing opportunity towards Self Learning”.

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 student’s technical skills and the courses placed in the curriculum supports both the advanced learners as well as slow learners.



Feedback from parents 2016-17 (Academic Year) - UG – (BCA)

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

Table 3: Analysis of feedback from parents 2016-17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	47.4	31.6	15.8	0	5.3	4.161	Excellent
Q2	47.4	36.8	10.5	0	5.3	4.21	Excellent
Q3	36.8	42.1	10.5	0	10.5	3.944	Very Good
Q4	47.4	26.3	15.8	0	10.5	4.001	Excellent
Q5	47.4	15.8	26.3	0	10.5	3.896	Very Good

Q1. Curriculum enhances the intellectual aptitude of your ward

Q2. Curriculum realizes the personality development and technical skilling of your ward

Q3. Satisfaction about the Academic, Emotional Progression of your ward

Q4. Competency of your ward is on par with the students from other Universities/Institutes

Q5. Course Curriculum is of the global standard and is in tune with the needs of IT and IT enabled industries

The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).

Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.21 was given to the parameter "Curriculum realizes the personality development and technical skilling of your ward" followed by "Curriculum enhances the intellectual aptitude of your ward" with a score of 4.16 and has been rated as Excellent.

Average scores of 4.0, 3.94 and 3.89 were obtained by the parameters "Competency of your ward is on par with the students from other Universities/Institutes", "Satisfaction about the Academic,



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Emotional Progression of your ward” and “Course Curriculum is of the global standard and is in tune with the needs of IT and IT enabled industries”.

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 student's technical skills and the courses placed in the curriculum supports both the advanced learners as well as slow learners.


Chairman, CDMC