



**Minutes of CDMC Meeting**

27-02-2020

The members of Curriculum Design and Monitoring Committee for Bachelor Computer Applications programme met on 27-02-2020 at ASF06, 'U' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr. K. V. Krishna Kishore Professor & Head	Chairman	
2.	Dr.N. Veeranjanyulu	Member	
3.	Mr.K.Praveen Kumar	Member	
4.	Mrs.K.Santhi sri	Member	

**Agenda of the meeting**

1. Analysis of the feedback collected from various stakeholders such as Faculty, Parents and Students, Alumni, and Employers during the academic year 2019-20.
2. Any point with the permission of Chair.

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

1. Include more importance in problem solving skills in curriculum
2. The curriculum must improve the placements of the department
3. It is better to include more practical oriented topics from the 2nd Unit onwards instead of theoretical issues in the Big Data Analytics course
4. Introduce more practical oriented courses like python, R programming, data analytics
5. Improve the project-based learning in the curriculum
6. Add employability courses like the internet of things, scripting languages, and could computing, etc.
7. The curriculum must be suitable for writing national competitive examinations and industry needs



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## Department of Information Technology

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8. It is better to include more practical oriented topics from the 2nd Unit onwards instead of theoretical issues in the Big Data Analytics course.
9. Introduction of emerging courses like blockchain technologies, mobile application development, multimedia computing, etc. and more focus on practical learning
10. Software development frameworks and tools better to offer from 2nd year onwards in the curriculum

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 2019-20 (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 2019 – 20**

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	54.8	35.7	4.8	0	0	4.312	Excellent
Q2	45.2	52.4	2.4	0	0	4.428	Excellent
Q3	23.8	59.5	16.7	0	0	4.071	Excellent
Q4	28.6	33.3	33.3	2.4	2.4	3.833	Very Good
Q5	16.7	54.8	26.2	0	2.4	3.837	Very Good
Q6	33.3	47.6	19	0	0	4.139	Excellent
Q7	33.3	52.4	14.3	0	0	4.19	Excellent
Q8	28.6	59.5	11.9	0	0	4.167	Excellent
Q9	31	42.9	23.8	0	2.4	4.004	Excellent

- 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 ( $\geq 4$ ); Very Good ( $\geq 3.5$  &  $< 4$ ); Good ( $\geq 3$  &  $< 3.5$ ); Moderate ( $> 2$  &  $< 3$ ) and Unsatisfactory ( $< 2$ )

The highest score of 4.428 was given to the parameter “Course Contents are designed to enable Problem Solving Skills and Core competencies” followed by “Course Contents of Curriculum are in tune with the Program Outcomes” with a score of 4.312 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Laboratory sessions are sufficient to improve the technical skills of students” and “Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable” obtained average scores 4.167 and 4.19 respectively and has been rated as Excellent.

The parameters “Laboratory sessions are sufficient to improve the technical skills of students” and “Curriculum is providing opportunity towards Self learning to realize the expectations” obtained the scores of 4.167 and 4.139 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.004, 3.837 and 3.833 were obtained by the parameters “Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students”, “Electives have enabled the passion to learn new technologies in emerging areas” and “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 student’s technical skills and the courses placed in the curriculum supports both the advanced learners as well as slow learners.



**Feedback from Employers 2019-20 (Academic Year) - UG – (BCA)**

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

**Table 2: Analysis of feedback from employers 2019 – 20**

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	100	0	0	0	0	5	Excellent
Q2	66.7	33.3	0	0	0	4.667	Excellent
Q3	100	0	0	0	0	5	Excellent
Q4	44.4	55.6	0	0	0	4.444	Excellent
Q5	100	0	0	0	0	5	Excellent

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

Q2.Curriculum provides the scope for improving the required skills of IT and IT enabled Industry Demands

Q3.Professional and Open Electives are fulfilling the ever- evolving needs of IT industries

Q4.Tools and technologies described in the curriculum are enough to design and develop new applications of IT Industry.

Q5.Problem Solving and Soft Skills acquired by the students through the curriculum will enable them to be placed in IT Industry.

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 ( $\geq 4$ ); Very Good ( $\geq 3.5$  &  $< 4$ ); Good ( $\geq 3$  &  $< 3.5$ ); Moderate ( $> 2$  &  $< 3$ ) and Unsatisfactory ( $< 2$ )

The highest score of 5 was given to the parameter “Course Contents of Curriculum are in tune with the Program Outcomes”, “Professional and Open Electives are fulfilling the ever- evolving needs of IT industries” and “Problem Solving and Soft Skills acquired by the students through the



curriculum will enable them to be placed in IT Industry” with a score of 5 and has been rated as Excellent.

Average scores of 4.66 and 4.44 were obtained by the parameters “Curriculum provides the scope for improving the required skills of IT and IT enabled Industry Demands”, and “Tools and technologies described in the curriculum are enough to design and develop new applications of IT Industry”.

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 2019-20 (Academic Year) - UG – (BCA)**

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 2019 – 20**

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 ( $\geq 4$ ); Very Good ( $\geq 3.5$  &  $< 4$ ); Good ( $\geq 3$  &  $< 3.5$ ); 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 Alumni 2019-20 (Academic Year) - UG – (BCA)**

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

**Table 4: Analysis of feedback from alumni 2019 – 20**

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	25	45	17.5	7.5	5	3.775	Very Good
Q2	27.5	25	27.5	15	5	3.55	Very Good
Q3	32.5	15	22.5	15	15	3.35	Good
Q4	15	35	20	12.5	17.5	3.175	Good
Q5	27.5	15	20	25	12.5	3.2	Good
Q6	17.5	32.5	27.5	7.5	15	3.3	Good
Q7	35	30	12.5	10	12.5	3.65	Very Good

Q1. Curriculum has paved a good foundation in understanding the basic engineering concepts

Q2. Course Contents of Curriculum are in tune with the Program Outcomes

Q3. Curriculum imparted all the required Job Oriented Skills

Q4. Professional and Open Electives of Curriculum served the technical advancements needed to serve in the industry

Q5. Tools and Technologies learnt during laboratory sessions has enriched the problem-solving skills

Q6. Ability to compete with your peers from other Universities

Q7. Current Curriculum is superior to your studied Curriculum





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 ( $\geq 4$ ); Very Good ( $\geq 3.5$  &  $< 4$ ); Good ( $\geq 3$  &  $< 3.5$ ); Moderate ( $> 2$  &  $< 3$ ) and Unsatisfactory ( $< 2$ )

The highest score of 3.77 was given to the parameter "Curriculum has paved a good foundation in understanding the basic engineering concepts" followed by "Current Curriculum is superior to your studied Curriculum" with a score of 3.65 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Course Contents of Curriculum are in tune with the Program Outcomes" and "Curriculum imparted all the required Job Oriented Skills" obtained average scores 3.55 and 3.35 respectively and has been rated as Excellent.

Average scores of 3.3, 3.2 and 3.175 were obtained by the parameters "Ability to compete with your peers from other Universities", "Tools and Technologies learnt during laboratory sessions has enriched the problem-solving skills" and "Professional and Open Electives of Curriculum served the technical advancements needed to serve in the industry".

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 2019-20 (Academic Year) - UG – (BCA)

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

**Table 5: Analysis of feedback from parents 2019 – 20**

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
<b>Q1</b>	41.3	37	19.6	0	2.2	4.155	<b>Excellent</b>
<b>Q2</b>	41.3	37	15.2	4.3	2.2	4.109	<b>Excellent</b>
<b>Q3</b>	32.6	47.8	10.9	0	8.7	3.956	<b>Very Good</b>
<b>Q4</b>	41.3	34.8	15.2	0	8.7	4	<b>Very Good</b>
<b>Q5</b>	41.3	26.1	23.9	4.3	4.3	3.955	<b>Very Good</b>

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 ( $\geq 4$ ); Very Good ( $\geq 3.5$  &  $< 4$ ); Good ( $\geq 3$  &  $< 3.5$ ); Moderate ( $> 2$  &  $< 3$ ) and Unsatisfactory ( $< 2$ )

The highest score of 4.155 was given to the parameter “Curriculum enhances the intellectual aptitude of your ward” followed by “Curriculum realizes the personality development and technical skilling of your ward” with a score of 4.109 and has been rated as Excellent.

Average scores of 4, 3.956 and 3.955 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