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Foundation for Science, Technology & Research
(Deemed to be University)
-Estd: u/s 3 of UGC Act 1956

Vadlamudi – 522 213, Guntur Dt. AP, India

# Department of
# Information Technology

## Minutes of CDMC Meeting

21-03-2021

The members of Curriculum Design and Monitoring Committee for Bachelor of Computer Applications programme met on 21-03-2021 at ASF06, 'U' block, of VFSTR. The following members attended the meeting.

| Sl.No | Members | Designation | Signatures |
|-------|---------|-------------|------------|
| 1. | Dr. K. V. Krishna Kishore  Professor & Head | Chairman | |
| 2. | Dr. N. Veeranjanayulu | Member | |
| 3. | Dr. B. Premamayudu | Member | |
| 4. | Mr. K. Praveen Kumar | Member | |

### Agenda of the meeting

1. Analysis of the feedback collected from various stakeholders such as Faculty, Students, Alumni, and Employers during the academic year 2020-21.
2. Any point with the permission of Chair.

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

1. Suggested to introduce the core professional courses Digital Computer Fundamentals, Programming for Problem Solving I Course in I Year I Semester.
2. Suggested to introduce the Python Programming, Business Intelligence, and Programming for Problem Solving II based on the IT Industry requirements.
3. Approved inclusion of Software Testing Methodologies, Data Visualization, Web Application Development, Cloud Computing, Block Chain and its Applications to improve skills required for placements.
4. Improve the project-based learning in the curriculum by adding a greater number of projects
5. Software development frameworks and tools better to offer from 2nd year onwards in the curriculum

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**Department of
Information Technology**

Vadlamudi – 522 213, Guntur Dt. AP, India

6. Introduction of emerging courses like blockchain technologies, mobile application development, multimedia computing, etc. and more focus on practical learning

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**

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Vadlamudi – 522 213, Guntur Dt. AP, India

# Department of
# Information Technology

## Annexure 1

**Feedback from Students 2020-21 (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 2020 – 21

| Parameters | Strongly Agree | Agree | Moderate | Disagree | Strongly Disagree | Avg. Rating | Grade |
|---|---|---|---|---|---|---|---|
| Q1 | 37.5 | 62.5 | 0 | 0 | 0 | 4.375 | Excellent |
| Q2 | 40.8 | 59.2 | 0 | 0 | 0 | 4.408 | Excellent |
| Q3 | 17.5 | 82.5 | 0 | 0 | 0 | 4.175 | Excellent |
| Q4 | 0 | 57.5 | 29.2 | 0 | 13.3 | 3.309 | Good |
| Q5 | 20.8 | 79.2 | 0 | 0 | 0 | 4.208 | Excellent |
| Q6 | 24.2 | 43.3 | 32.5 | 0 | 0 | 3.917 | Very Good |
| Q7 | 7.5 | 75.8 | 0 | 0 | 16.7 | 3.574 | Very Good |
| Q8 | 13.3 | 73.3 | 13.3 | 0 | 0 | 3.996 | Very Good |
| Q9 | 72.5 | 27.5 | 0 | 0 | 0 | 4.725 | 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).

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**Department of
Information Technology**

Vadlamudi – 522 213, Guntur Dt. AP, India

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 4.725 was given to the parameter "Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students" followed by "Course Contents are designed to enable Problem Solving Skills and Core competencies" with a score of 4.408 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 "Electives have enabled the passion to learn new technologies in emerging areas" obtained average scores 4.375 and 4.208 respectively and has been rated as Excellent.

The parameters "Courses placed in the curriculum serves the needs of both advanced and slow learners" and "Laboratory sessions are sufficient to improve the technical skills of students" obtained the scores of 4.175 and 3.996 respectively and has been rated as Excellent and Very good which clearly reflects the benefit towards the student expectations.

Average scores of 3.917 3.574 and 3.309 were obtained by the parameters "Curriculum is providing opportunity towards Self learning to realize the expectations", "Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable" 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.

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Vadlamudi – 522 213, Guntur Dt. AP, India

**Department of Information Technology**

**Feedback from Employers 2020-21 (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 2020 – 21**

| Parameters | Strongly Agree | Agree | Moderate | Disagree | Strongly Disagree | Avg. Rating | Grade |
|---|---|---|---|---|---|---|---|
| Q1 | 52.9 | 0 | 5.9 | 41.2 | 0 | 3.646 | Very Good |
| Q2 | 35.3 | 17.6 | 35.3 | 11.8 | 0 | 3.764 | Very Good |
| Q3 | 52.9 | 11.8 | 23.5 | 11.8 | 0 | 4.058 | Excellent |
| Q4 | 23.5 | 41.2 | 23.5 | 11.8 | 0 | 3.764 | Very Good |
| Q5 | 64.7 | 11.8 | 11.8 | 11.8 | 0 | 4.297 | 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 4.297 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", "Professional and Open Electives are fulfilling the ever- evolving needs of IT industries" and "Tools and

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Vadlamudi – 522 213, Guntur Dt. AP, India

**Department of Information Technology**

technologies described in the curriculum are enough to design and develop new applications of IT Industry" with a score of 4.058 and 3.764.

Average scores of 3.764 and 3.646 were obtained by the parameters "Curriculum provides the scope for improving the required skills of IT and IT enabled Industry Demands", and "Course Contents of Curriculum are in tune with the Program Outcomes".

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 2020-21 (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 2020 – 21**

| Parameters | Strongly Agree | Agree | Moderate | Disagree | Strongly Disagree | Avg. Rating | Grade |
|---|---|---|---|---|---|---|---|
| Q1 | 89.5 | 10.5 | 0 | 0 | 0 | 4.895 | Excellent |
| Q2 | 94.7 | 5.3 | 0 | 0 | 0 | 4.947 | Excellent |
| Q3 | 89.5 | 10.5 | 0 | 0 | 0 | 4.895 | Excellent |
| Q4 | 89.5 | 10.5 | 0 | 0 | 0 | 4.895 | Excellent |
| Q5 | 89.5 | 10.5 | 0 | 0 | 0 | 4.895 | Excellent |
| Q6 | 94.7 | 5.3 | 0 | 0 | 0 | 4.947 | Excellent |
| Q7 | 100 | 0 | 0 | 0 | 0 | 5 | Excellent |
| Q8 | 84.2 | 15.8 | 0 | 0 | 0 | 4.842 | Excellent |
| Q9 | 89.5 | 10.5 | 0 | 0 | 0 | 4.895 | 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

**VIGNAN'S**
Foundation for Science, Technology & Research
(Deemed to be University)
Estd. u/s 3 of UGC Act 1956

**Department of Information Technology**

Vadlamudi – 522 213, Guntur Dt. AP, India

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 5 was given to the parameter "Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable" followed by "Curriculum is providing opportunity towards Self learning" with a score of 4.947 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Course Contents enhance the Problem-Solving Skills and Core competencies" and "Course Contents of Curriculum are in tune with the Program Outcomes" obtained average scores 4.947 and 4.895 respectively and has been rated as Excellent.

The parameters "Allocation of Credits to the Courses are satisfiable" and "Contact Hour Distribution among the various Course Components (LTP) is Justifiable" obtained the scores of 4.895 and 4.895 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.895, 4.895 and 4.842 were obtained by the parameters "Electives enable the passion to learn new technologies in emerging areas", "Inclusion of Minor/ Mini Projects improved the technical competency and leadership skills among the students" and "Courses with laboratory sessions are sufficient to improve the technical skills of students".

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

**VIGNAN'S**
Foundation for Science, Technology & Research
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Vadlamudi – 522 213, Guntur Dt. AP, India

# Department of
# Information Technology

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 2020-21 (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 2020 – 21

| Parameters | Strongly Agree | Agree | Moderate | Disagree | Strongly Disagree | Avg. Rating | Grade |
|---|---|---|---|---|---|---|---|
| Q1 | 28.1 | 37.5 | 18.8 | 9.4 | 6.3 | 3.72 | Very Good |
| Q2 | 31.3 | 25 | 25 | 12.5 | 6.3 | 3.628 | Very Good |
| Q3 | 37.5 | 15.6 | 18.8 | 15.6 | 12.5 | 3.5 | Very Good |
| Q4 | 18.8 | 34.4 | 12.5 | 12.5 | 21.9 | 3.16 | Good |
| Q5 | 34.4 | 12.5 | 15.6 | 25 | 12.5 | 3.313 | Good |
| Q6 | 21.9 | 37.5 | 18.8 | 9.4 | 12.5 | 3.472 | Good |
| Q7 | 34.4 | 28.1 | 12.5 | 12.5 | 12.5 | 3.594 | 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).

**VIGNAN'S**
Foundation for Science, Technology & Research
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Estd. u/s 3 of UGC Act 1956

Vadlamudi – 522 213, Guntur Dt. AP, India

# Department of
# Information Technology

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 3.72 was given to the parameter "Curriculum has paved a good foundation in understanding the basic engineering concepts" followed by "Course Contents of Curriculum are in tune with the Program Outcomes" with a score of 3.628 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Current Curriculum is superior to your studied Curriculum" and "Curriculum imparted all the required Job Oriented Skills" obtained average scores 3.594 and 3.5 respectively and has been rated as Excellent.

Average scores of 3.472, 3.313 and 3.16 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.

**Chairman, CDMC**