



DEPARTMENT OF CHEMICAL ENGINEERING
Minutes of CDMC Meeting for M.Tech Food Processing Technology

07-03-2016

The members of Curriculum Design and Monitoring Committee for M. Tech Food Processing Technology on 07-03-2016 at VFF04, 'H' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1	Dr. Krishna C. Etika (Head)	Chairman	
2	Mr. P. Ashok Kumar	Member	
3	Ms. Alka Kumari	Member	
4	Ms. K.R. Asha	Member	

Agenda of the meeting

Analysis of the feedback collected from various stakeholders such as Alumni, Employers, Faculty, Parents and Students during the academic year 2015-16.

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

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.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to combat the learning difficulties of the students by considering their Employer's feedback.

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. Detailed feedback analysis report is enclosed as Annexure-I.

Chairman, CDMC

Annexure 1

Feedback from Employers 2015-16 (Academic Year) - PG – M. Tech (FPT)

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

Table 1: Analysis of feedback from employer 2015-16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	33.3	66.7	0	0	0	4.333	Excellent
Q2	66.7	33.3	0	0	0	4.667	Excellent
Q3	33.3	66.7	0	0	0	4.333	Excellent
Q4	33.3	66.7	0	0	0	4.333	Excellent
Q5	66.7	33.3	0	0	0	4.667	Excellent

Q1	The course content of M. Tech Food Processing Technology curriculum in tune with the program outcome
Q2	How relevant are the Course Contents in tune with the demands of food processing Industries
Q3	Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the Food Processing Technology advancements
Q4	Applicability of the tools and technologies in the curriculum will be enough to practice in the food Industry
Q5	Problem Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC

The highest score of 4.667 was given to the parameters "Problem Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC" and "How relevant are the Course Contents in tune with the demands of food processing Industries" has been rated as Excellent.

It is clearly visible from the table that the parameters "The course content of M. Tech Food Processing Technology curriculum in tune with the program outcome, Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the Food Processing Technology advancements and Problem Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC" obtained average 4.333 respectively and has been rated as Excellent.

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 practical 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 2015-16 (Academic Year) - PG – M. Tech (FPT)

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 2015-16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	60	20	20	0	0	4.4	Excellent
Q2	40	0	60	0	0	3.8	Very Good
Q3	60	20	20	0	0	4.4	Excellent
Q4	20	0	40	40	0	3	Good
Q5	20	0	40	40	0	3	Good
Q6	40	0	60	0	0	3.8	Very Good
Q7	20	0	40	40	0	3	Good
Q8	40	0	40	20	0	3.6	Very Good
Q9	20	20	20	40	0	3.2	Good

Q1	Course content of M. Tech Food Processing Technology curriculum in tune with the program outcome
Q2	Course Contents enhance the technical and professional Skills there by Core competencies
Q3	allocation of Credits to the Courses satisfactory
Q4	Contact Hour Distribution among various Course Components (LTP) are Satisfactory
Q5	Electives enable the passion to learn innovative technologies in emerging areas of food technology
Q6	Curriculum providing opportunity towards Self learning to realize the expectations
Q7	The Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory
Q8	No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills
Q9	The number of Food Processing Technology courses and laboratory sessions sufficient to improve the technical skills of students

The highest score of 4.4 was given to the parameter "Course Contents of M. Tech – Food Processing Technology Curriculum are in tune with the Program Outcomes" and "allocation of Credits to the Courses satisfactory" has been rated as Excellent respectively.

It is clearly visible from the table that the parameters "Course Contents enhance the technical and professional Skills there by Core competencies" and "Curriculum providing opportunity towards Self

learning to realize the expectations" obtained average scores 3.8 and has been rated as Very good respectively.

The parameters "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills" and "Electives enable the passion to learn innovative technologies in emerging areas of food technology" obtained the scores of 3.375 and 3.25 respectively and has been rated as Good which clearly reflects the benefit towards the student expectations.

The parameters "The number of Food Processing Technology courses and laboratory sessions sufficient to improve the technical skills of students" obtained the score of 3.2 and has been rated as Good which clearly reflects the benefit towards the student expectations. The parameters "Contact Hour Distribution among various Course Components (LTP) are Satisfactory, Electives enable the passion to learn innovative technologies in emerging areas of food technology and The Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory" obtained the score of 3 and has been rated as good which clearly reflects the benefit towards the student 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 practical 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 2015-16 (Academic Year) - PG – M. Tech (FPT)

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

Table 3: Analysis of feedback from Parents 2015-16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	33.3	33.3	33.3	0	0	3.996	Very Good
Q2	16.7	83.3	0	0	0	4.167	Excellent
Q3	33.3	16.7	50	0	0	3.833	Very Good
Q4	0	50	50	0	0	3.5	Very Good
Q5	0	33.3	0	66.7	0	2.666	Moderate
Q1	Are you satisfied with the theoretical courses and practical sessions offered in our curriculum						
Q2	What is your overall assessment of technical knowledge acquired by your ward who is pursuing his/her M. Tech Food Processing Technology program in our University						
Q3	Competency of your ward is on par with the parents from other Universities/Institutes						
Q4	Course Contents of M. Tech Food Processing Technology Curriculum are in tune with the Industry demand						

Q5

How satisfied are you with the Academic and Emotional Progression of your ward

The highest score of 4.167 was given to the parameter "What is your overall assessment of technical knowledge acquired by your ward who is pursuing his/her M. Tech Food Processing Technology program in our University" has been rated as excellent, followed by "Are you satisfied with the theoretical courses and practical sessions offered in our curriculum" with a score of 3.996 and has been rated as very good.

It is clearly visible from the table that the parameters "Competency of your ward is on par with the parents from other Universities/Institutes and How satisfied are you with the Academic and Emotional Progression of your ward and Course Contents of M. Tech Food Processing Technology Curriculum are in tune with the Industry demand" obtained average scores 3.833 and 3.5 respectively and has been rated as Very good

The parameters "How satisfied are you with the Academic and Emotional Progression of your ward" obtained the score of 2.799 and has been rated as Moderate.

Feedback from Students 2015-16 (Academic Year) - PG – M. Tech (FPT)

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 students 2015–16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	33.3	33.3	33.3	0	0	3.996	Very Good
Q2	0	66.7	33.3	0	0	3.667	Very Good
Q3	0	33.3	66.7	0	0	3.333	Good
Q4	0	66.7	33.3	0	0	3.667	Very Good
Q5	66.7	33.3	0	0	0	4.667	Excellent
Q6	0	33.3	66.7	0	0	3.333	Good
Q7	0	66.7	33.3	0	0	3.667	Very Good
Q8	0	33.3	66.7	0	0	3.333	Good
Q9	0	66.7	33.3	0	0	4.333	Excellent

Q1

course content of M. Tech Food Processing Technology curriculum in tune with the program outcome

Q2

the Course Contents designed to enable Problem Solving Skills and Core competencies

Q3

Courses placed in the Food Processing Technology curriculum serves the needs of both advanced and slow learners

Q4	Contact Hour Distribution among the various Course Components (LTP) is Satisfactory
Q5	Do you agree that Electives have enabled the passion to learn new technologies in emerging areas of food technology
Q6	Curriculum providing opportunity towards Self learning to realize the expectations
Q7	Do you agree that Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and are satisfactory
Q8	No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills
Q9	Integration of Minor/mini Project with Theory Courses have enhanced the technical competency and research skills

The highest score of 4.667 was given to the parameter "Do you agree that Electives have enabled the passion to learn new technologies in emerging areas of food technology" followed by "Integration of Minor/mini Project with Theory Courses have enhanced the technical competency and research skills" with a score of 4.333 respectively and has been rated as Good.

The parameters the "course content of M. Tech Food Processing Technology curriculum in tune with the program outcome" obtained average scores 3.996 and rated as Very Good.

A score of 3.667 was obtained by the parameters "the Course Contents designed to enable Problem Solving Skills and Core competencies", "Contact Hour Distribution among the various Course Components (LTP) is Satisfactory" and "Do you agree that Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and are satisfactory" rated as very good.

A score of 3.333 was obtained by the parameters "Courses placed in the Food Processing Technology curriculum serves the needs of both advanced and slow learners", "Contact Hour Distribution among the various Course Components (LTP) is Satisfactory" and "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills" and are satisfactory were rated good. 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 practical 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