VIGNAN'S UNIVERSITY
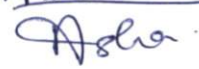Foundation for Science, Technology & Research

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

27-03-2017

The members of Curriculum Design and Monitoring Committee for M. Tech Food Processing Technology on 27-03-2017 at VSF09, '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 2016-17.

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.

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

Chairman – CDMC has briefed the draft curriculum to the members. (R17 Curriculum)

Following are the changes suggested by members of CDMC in the revised curriculum course structure,

(a) Majority of theory courses are integrated with laboratory to improve the practical knowledge.

(b) Reduce the credits to total 90, so that it will give the time to self-learning.

(c) Offer courses related to life and employability skills.

(d) Introduce the subject Research Methodology to enhance research skills.

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

Chairman, CDMC

Feedback from Employers 2016-17 (Academic Year) - PG – M. Tech (FPT)

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

Table 1: Analysis of feedback from employers 2016-17

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	50	50	0	0	0	4.5	Excellent
Q2	75	25	0 ·	0	0	4.75	Excellent
Q3	25	75	0	0	0	4.25	Excellent
Q4	25	75	0	· 0	0	4.25	Excellent
Q5	25	75	0	0	0	4.25	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 4.75 was given to the parameter "How relevant are the Course Contents in tune with the demands of food processing Industries" followed by "the course content of M. Tech Food Processing Technology curriculum in tune with the program outcome" with a score of 4.5 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Applicability of the tools and technologies in the curriculum will be enough to practice in the food Industry", "Problem Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC" and "Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the Food Processing Technology advancements" obtained average 4.25 respectively and has been rated as Excellent.

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 Alumni 2016-17 (Academic Year) - PG – M. Tech (FPT)

The result derived in terms of percentage of alumni's with common views. average score. and ratings is presented in Table 2.

Table 2: Analysis of feedback from alumni 2016-17

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	66.7	33.3	0	0	0	4.667	Excellent
Q2	66.7	33.3	0	0	0	4.667	Excellent
Q3	66.7	33.3	0	0	0	4.667	Excellent
Q4	66.7	33.3	0	0	0	4.667	Excellent
Q5	33.3	66.7	0	0	0	4.333	Excellent
Q6	66.7	33.3	0	0	0	4.667	Excellent
Q7	66.7	33.3	0	0	0	4.667	Excellent

Q1   M. Tech Food Technology Curriculum has paved a Good foundation in understanding the basic engineering concepts

Q2   The Course Curriculum has paved a Good foundation in understanding the basic concepts of food technology

Q3   Course content of M. Tech Food technology curriculum in tune with the program outcome

Q4   The Curriculum imparted all the required Job Oriented Skills

Q5   Professional and Open Electives of Curriculum served the technical advancements needed to serve in the food industry

Q6   Tools and Technologies learnt during laboratory sessions have enriched the practical knowledge and problem solving skills

Q7   Are you in a position to compete with your peers from other Universities

The highest score of 4.667 was given to the parameter "M. Tech Food Technology Curriculum has paved a Good foundation in understanding the basic engineering concepts" and "The Course Curriculum has paved a Good foundation in understanding the basic concepts of food technology" has been rated as Excellent.

Average scores of 4.667 was obtained by the parameters "Are you in a position to compete with your peers from other Universities", "The Curriculum imparted all the required Job Oriented Skills" and "Tools and Technologies learnt during laboratory sessions have enriched the practical knowledge and problem solving skills" are rated as Excellent.

The parameters "Professional and Open Electives of Curriculum served the technical advancements needed to serve in the food industry" obtained the scores of 4.333 respectively and have been rated as Excellent which clearly reflects the benefit towards the alumni's expectations.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to prepare students adaptable for performing Excellent at industries and academics

The feedback analysis reveals that laboratory sessions helped alumni's to improve the technical skills and the courses placed in the curriculum supports their career prospects

Feedback from Faculty 2016-17 (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 3.

Table 3: Analysis of feedback from faculty 2016-17

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	25	50	25	0	0	4	Excellent
Q2	25	25	50	0	0	3.75	Very Good
Q3	25	0	50	25	0	3.25	Good
Q4	25	0	50	25	0	3.25	Good
Q5	50	0	50	0	0	4	Excellent
Q6	25	0	50	25	0	3.25	Good
Q7	50	0	25	25	0	3.75	Very Good
Q8	25	25	25	25	0	3.5	Very Good
Q9	25	75	0	0	0	4.25	Excellent

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 4.25 was given to the parameter "The number of Food Processing Technology courses and laboratory sessions sufficient to improve the technical skills of students" has been rated as Excellent.

It is clearly visible from the table that the parameters "Course content of M. Tech Food Processing Technology curriculum in tune with the program outcome" and "Electives enable the passion to learn innovative technologies in emerging areas of food technology" obtained average scores 4 and has been rated as Excellent.

The parameters "Course Contents enhance the technical and professional Skills there by Core competencies" and "The Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory" obtained the scores of 3.75 and has been rated as Very Good which clearly reflects the benefit towards the student expectations. An average score of 3.5 was given to parameter "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills" has been rated as Very Good.

The parameters "allocation of Credits to the Courses satisfactory", "Contact Hour Distribution among various Course Components (LTP) are Satisfactory" and "Curriculum providing opportunity towards Self learning to realize the expectations" obtained the scores of 3.25 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 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) - PG – M. Tech (FPT)

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

Table 4: Analysis of feedback from Parents 2016-17

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	0	60	40	0	0	3.6	Very Good
Q2	20	60	0	20	0	3.8	Very Good
Q3	0	80	20	0	0	3.8	Very Good

Q4	0	40	60	0	0	3.4	Good
Q5	40	40	20	0	0	4.2	Excellent

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 4.2 was given to the parameter "How satisfied are you with the Academic and Emotional Progression of your ward" 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 3.6 and has been rated as Very Good.

It is clearly visible from the table that the parameters "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" and "Competency of your ward is on par with the parents from other Universities/Institutes" obtained average scores 3.8 and has been rated as Very Good respectively.

The parameter "A Course Contents of M. Tech Food Processing Technology Curriculum are in tune with the Industry demand" obtained the score of 3.4, 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 parents.

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 Students 2016-17 (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 5.

Table 5: Analysis of feedback from students 2016–17

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	50	25	25	0	0	4.25	Excellent
Q2	0	100	0	0	0	4	Excellent
Q3	75	0	25	0	0	4.5	Excellent
Q4	25	25	50	0	0	3.75	Very Good
Q5	0	50	50	0	0	3.5	Very Good
Q6	50	0	50	0	0	4	Excellent
Q7	0	25	75	0	0	3.25	Good
Q8	50	25	25	0	0	4.25	Excellent
Q9	0	75	25	0	0	3.75	Very Good

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 4.5 was given to the parameter "Courses placed in the Food Processing Technology curriculum serves the needs of both advanced and slow learners" was rated as Excellent.

The parameter "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills course content of M. Tech Food Processing Technology curriculum in tune with the program outcome" and "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills" obtained the scores of 4.25 and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

It is clearly visible from the table that the parameters the "the Course Contents designed to enable Problem Solving Skills and Core competencies" and "Curriculum providing opportunity towards Self learning to realize the expectations" really helped the students thus obtained a score of 4 and both were rated as Excellent.

Average scores of 3.75, 3.75 and 3.5 was obtained by the parameters "Contact Hour Distribution among the various Course Components (LTP) is Satisfactory", "Do you agree that Electives have enabled the passion to learn new technologies in emerging areas of food technology" and "Integration of Minor/mini Project with Theory Courses have enhanced the technical competency and research skills" and is rated as Very Good. Average scores of 3.25 was obtained by the parameter "Do you agree that Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and are satisfactory" is rated as Very 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 Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and are satisfactory

Chairman – CDMC