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

DEPARTMENT OF CHEMICAL ENGINEERING
Course:M. TechFood Processing Technology
Minutes of CDMC Meeting

22-06-2021

The members of Curriculum Design and Monitoring Committee for M. TechFood Processing Technology programmet on 20-06-2021 at VFF-11, Chemical Engineering, 'H' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr. M. Ramesh Naidu	Chairman/(Professor & Head)	
2.	Dr. Sandeep Singh Rana	Member	
3.	Mr. Rahul Vashishth	Member	

Agenda of the meeting

Analysis of the feedback collected from various stakeholders such as Alumni, Employers, Faculty, and Students during the academic year 2020-21.

The following are the important points of analysisobtained 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 also reveals that need to include the problem solving based courses to tackle the problem arises in industries with the help of new it based solutions.

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 meetingwill be placed before the BoSfor further discussion and recommendations.

Chairman, CDMC

Annexure 1

Feedback from Alumni 2020-21 (Academic Year) - PG – M. Tech (FPT)

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 Alumni 2020–21

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	75	25	0	0	0	4.75	Excellent
Q2	100	0	0	0	0	5	Excellent
Q3	75	25	0	0	0	4.75	Excellent
Q4	75	25	0	0	0	4.75	Excellent
Q5	100	0	0	0	0	5	Excellent
Q6	75	25	0	0	0	4.75	Excellent
Q7	75	25	0	0	0	4.75	Excellent

Q1	Do you agree that theCourse Curriculum has paved a thorough understanding in the advanced concepts of food technology
Q2	Is the course content of M.Tech Food technology curriculum in tune with the program outcome
Q3	Has the Curriculum imparted all the required Job or Research Oriented Skills.?
Q4	Have Professional and Open Electives of Curriculum served the technical advancements needed to serve in the food industry.
Q5	Do you agree that Tools and Technologies learnt during laboratory sessions have enriched the practical knowledge and problem solving skills?
Q6	Are you in a position to compete with your peers from other Universities?
Q7	Current Curriculum is superior to your studied Curriculum.

The highest score of 5 was given to the parameter "Is the course content of M.Tech Food Processing Technology curriculum in tune with the program outcome and Do you agree that Tools and Technologies learnt during laboratory sessions have enriched the practical knowledge and problem solving skills?

It is clearly visible from the table 1 that the other parameters like "Do you agree that the Course Curriculum has paved a thorough understanding in the advanced concepts of food technology, Has the Curriculum imparted all the required Job or Research Oriented Skills, Have Professional and Open Electives of Curriculum served the technical advancements needed to serve in the food industryand are you in a position to compete with your peers from other Universities obtained average scores 4.75 and have 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 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 2020-21 (Academic Year) - PG – M. Tech (FPT)

The result derived in terms of percentage of students with common views, average score, and ratings are 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	71.4	28.6	0	0	0	4.714	Excellent
Q2	100	0	0	0	0	5	Excellent
Q3	100	0	0	0	0	5	Excellent
Q4	71.4	28.6	0	0	0	4.714	Excellent
Q5	42.9	57.1	0	0	0	4.429	Excellent

Q1	Is 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 demandsof food processing Industries.
Q3	Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the food 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 5 with excellent score were given to the parameters "How relevant are the Course Contents in tune with the demandsof food processing Industries and do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the food technology advancements and followed

It is clearly visible from the table 2 that the parameters "Is the course content of M.Tech Food Processing Technology curriculum in tune with the program outcome and Applicability of the tools and technologies in the curriculum will be enough to practice in the food Industry were obtained average scores 4.714 and it have been rated as Excellent.

The parameter related to Problem Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC scored as excellent with 4.429 score.

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 the courses placed in the curriculum supports both the advanced learners as well as slow learners.

Feedback from Faculty 2020-21 (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 3.

Table 3: Analysis of feedback from faculty 2020-21

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	100	0	0	0	0	5	Excellent
Q2	100	0	0	0	0	5	Excellent
Q3	100	0	0	0	0	5	Excellent
Q4	88.9	11.1	0	0	0	4.889	Excellent
Q5	77.8	22.2	0	0	0	4.778	Excellent
Q6	100	0	0	0	0	5	Excellent
Q7	88.9	11.1	0	0	0	4.889	Excellent
Q8	88.9	11.1	0	0	0	4.889	Excellent
Q9	88.9	11.1	0	0	0	4.889	Excellent

Q1	Is the course content of M.Tech Food technology curriculum in tune with the program outcome
Q2	Can Course Contents enhance the technical and professional Skills thereby Core competencies.
Q3	Is allocation of Credits to the Courses satisfactory?
Q4	Contact Hour Distribution among various Course Components (LTP) are Satisfactory
Q5	Do Electives enable the passion to learn innovative technologies in emerging areas of food technology
Q6	Is the Curriculum providing opportunity towards Self learning to realize the expectations?
Q7	Are the Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory
Q8	Are the number of food technology courses and laboratory sessions sufficient to improve the technical skills of students?
Q9	Do you believe that integration of Minor/mini projects with Theory Courses improved the practical knowledge, technical competency and leadership skills among the students?

The highest score of 5 were given to the parameterslike "Is the course content of M.Tech Food technology curriculum in tune with the program outcome, Can Course Contents enhance the technical and professional Skills thereby Core competencies, Is allocation of Credits to the

Courses satisfactory and Is the Curriculum providing opportunity towards Self learning to realize the expectations and ithas been rated as Excellent.

It is clearly visible from the table 3 that the parameters Contact Hour Distribution among various Course Components (LTP) are Satisfactory and Are the Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory, Are the number of food technology courses and laboratory sessions sufficient to improve the technical skills of students and Do you believe that integration of Minor/mini projects with Theory Courses improved the practical knowledge, technical competency and leadership skills among the students?Have been rated as excellent with average score of 4.889.

The parameters likeDo Electives enable the passion to learn innovative technologies in emerging areas of food technologyis also rated as excellent with average rating of 4.778.

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 Students 2020-21 (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 2020–21

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	90.9	0	0	9.1	0	4.727	Excellent
Q2	81.8	9.1	0	0	9.1	4.545	Excellent
Q3	72.7	18.2	0	9.1	0	4.545	Excellent
Q4	63.6	18.2	9.1	0	9.1	4.272	Excellent
Q5	54.5	36.4	0	9.1	0	4.363	Excellent
Q6	72.7	18.2	0	0	9.1	4.454	Excellent
Q7	81.8	18.2	0	0	0	4.818	Excellent
Q8	54.5	18.2	18.2	0	9.1	4.09	Excellent
Q9	54.5	27.3	0	9.1	9.1	4.09	Excellent

Q1	Is the course content of curriculum in tune with the program outcome
Q2	Are the Course Contents designed to enable cutting edge research and job oriented skills in front-line areas of Food Science and Technology?
Q3	Courses placed in the food 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	Is the Curriculum providing opportunity towards Self learning to realize the expectations
Q7	Are the Composition of Basic Sciences, Engineering, Humanities, Management and Entrepreneurial attributes in curriculum satisfactory?
Q8	Are the number of food technology courses and laboratory sessions sufficient to improve the technical and research skills of students?
Q9	Do you agree that 4 monthsof industrial internshiptraining allows students to solve operational issues in food industry?

The highest score of 4.818 was given to the parameter "Are the Composition of Basic Sciences, Engineering, Humanities, Management and Entrepreneurial attributes in curriculum satisfactory." has been rated as Excellent followed by Is the course content of curriculum in tune with the program outcome got excellent scoring with 4.727.

It is clearly visible from the table 5 that the parameters "Are the Course Contents designed to enable cutting edge research and job oriented skills in front-line areas of Food Science and Technology, Courses placed in the food technology curriculum serves the needs of both advanced and slow learners obtained excellent score with average score of 4.545.

Average scores of 4.454; 4.363;and 4.272 were obtained by the parameters "Is the Curriculum providing opportunity towards Self learning to realize the expectations; Do you agree that Electives have enabled the passion to learn new technologies in emerging areas of food technology and Contact Hour Distribution among the various Course Components (LTP) is Satisfactory." are rated as Excellent.

The parameter "Are the number of food technology courses and laboratory sessions sufficient to improve the technical and research skills of students and Do you agree that 4 monthsof industrial internshiptraining allows students to solve operational issues in food industry?" also obtained the scores of 4.09 and have 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 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.

Head of Department and Chairman – CDMC
M. Tech- Food Processing Technology
Department of Chemical Engineering