



VIGNAN'S
Foundation for Science, Technology & Research
UNIVERSITY
WINDA VIGNAN'S, WINDA VIGNAN'S

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

07-03-2016

The members of Curriculum Design and Monitoring Committee for B.Tech Food 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 has briefed the draft curriculum to the members. (R16 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, as major institutions are offering below 200 credits, it will give the time to self-learning.
- (c) Offer courses related to life and employability skills.
- (d) Incorporate modular course to expose the students in industry prospective and suggested to invite industry person to offer it.
- (e) Introduce minor projects in all courses to enhance practical skills.

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



Chairman, CDMC

Annexure 1

Feedback from Faculty 2015-16 (Academic Year) - UG – B. Tech (FT)

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

Table 1: Analysis of feedback from faculty 2015-16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	50	50	0	0	0	4.5	Excellent
Q2	50	0	50	0	0	4	Excellent
Q3	100	0	0	0	0	5	Excellent
Q4	50	0	50	0	0	4	Excellent
Q5	50	0	50	0	0	4	Excellent
Q6	50	0	50	0	0	4	Excellent
Q7	50	0	50	0	0	4	Excellent
Q8	50	0	50	0	0	4	Excellent
Q9	50	0	50	0	0	4	Excellent

Q1	Course content of B.Tech Food 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 technology courses and laboratory sessions sufficient to improve the technical skills of students

The highest score of 5 was given to the parameter "Allocation of Credits to the Courses satisfactory" followed by "Course content of B.Tech Food 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 "Course Contents enhance the technical and professional Skills there by Core competencies, Contact Hour Distribution among various

Course Components (LTP) are Satisfactory, Electives enable the passion to learn innovative technologies in emerging areas of food technology, Curriculum providing opportunity towards Self learning to realize the expectations, The Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory, No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills and The number of food technology courses and laboratory sessions sufficient to improve the technical skills of students " obtained average scores 4, 4, 4, 4, 4, 4 and 4 respectively and has been rated as excellent

Feedback from Employers 2015-16 (Academic Year) - UG – B. Tech (FT)

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

Table 2: Analysis of feedback from employers 2015-16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	100	0	0	0	0	5	Excellent
Q2	75	25	0	0	0	4.75	Excellent
Q3	50	50	0	0	0	4.5	Excellent
Q4	50	50	0	0	0	4.5	Excellent
Q5	100	0	0	0	0	5	Excellent

Q1	The course content of B. Tech Food 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 technology advancements
Q4	Applicability of the tools and technologies in the curriculum will be enough to practice in the food Industry
Q5	Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC Problem

The highest score of 5 was given to the parameter "Course Contents of B.Tech – Food Technology Curriculum are in tune with the Program Outcomes" followed by "Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC Problem" with a score of 5 and has been rated as Excellent.

The parameters "How relevant are the Course Contents in tune with the demands of food processing Industries" obtained the scores of 4.75 and has been rated as Excellent which clearly reflects the benefit towards the employer's expectations.

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 and Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the food technology advancements" obtained average scores 4.5 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 industrial internships helped to improve the student's technical skills and the courses placed in the curriculum supports food industrial needs.

Feedback from Parents 2015-16 (Academic Year) - UG – B. Tech (FT)

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	40.7	19.8	39.5	0	0	4.012	Excellent
Q2	42	19.8	38.3	0	0	4.041	Excellent
Q3	19.8	37	43.2	0	0	3.766	Very Good
Q4	43.2	40.7	16	0	0	4.268	Excellent
Q5	44.4	38.3	17.3	0	0	4.271	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 B.Tech Food technology program in our University
- Q3 How satisfied are you with the Academic and Emotional Progression of your ward
- Q4 Competency of your ward is on par with the students from other Universities/Institutes
- Q5 Course Contents of B.Tech Food technology Curriculum are in tune with the Industry demand

The highest score of 4.271 was given to the parameter "Course Contents of B.Tech Food technology Curriculum are in tune with the Industry demand" followed by "Competency of your ward is on par with the students from other Universities/Institutes" with a score of 4.268 and has been rated as Excellent.

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 B.Tech Food technology program in our University and How satisfied are you with the Academic and Emotional Progression of your ward " obtained an average scores 4.041 and 3.766 respectively and has been rated as Excellent and Very good respectively.

The parameters "Are you satisfied with the theoretical courses and practical sessions offered in our curriculum obtained the score of 4.012 and has been rated as Excellent.

Feedback from Students 2015-16 (Academic Year) - UG – B. Tech (FT)

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	67.2	29.5	2.5	0	0.8	4.623	Excellent
Q2	59	32	4.1	0	4.9	4.402	Excellent
Q3	37.7	44.3	13.1	2.5	2.5	4.125	Excellent
Q4	36.9	35.2	24.6	0.8	2.5	4.032	Excellent
Q5	28.7	47.5	18	1.6	4.1	3.948	Very Good
Q6	30.3	46.7	18.9	1.6	2.5	4.007	Excellent
Q7	30.3	52.5	14.8	0	2.5	4.084	Excellent
Q8	27.9	54.9	14.8	1.6	0.8	4.075	Excellent
Q9	38.5	61.5	0	0	0	4.385	Excellent

- Q1 Course content of B.Tech Food 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 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 4.623 was given to the parameter "Course Contents of B.Tech – Food Technology Curriculum are in tune with the Program Outcomes" followed by "the Course Contents designed to enable Problem Solving Skills and Core competencies" with a score of 4.402 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Integration of Minor/mini-Project with Theory Courses have enhanced the technical competency and research skills Courses placed in the food technology curriculum serves the needs of both advanced and slow learners obtained an average scores 4.385 and 4.125 respectively and has been rated as Excellent

The parameters "Do you agree that Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix" and "No. of Theoretical Courses and Laboratory sessions have been sufficient to improve the technical skills" obtained the scores of 4.084 and 4.075 respectively and has been rated as Very Good which clearly reflects the benefit towards the student expectations.

Average scores of 4.032 and 4.007 were obtained by the parameters Contact Hour Distribution among the various Course Components (LTP) is Satisfactory and Curriculum providing opportunity towards Self learning to realize the expectations are 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.



Chairman - CDMC