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

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

08-03-2019

The members of Curriculum Design and Monitoring Committee for B.Tech Food Technology on 09-03-2019 at VSF09, 'H' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1	Dr. M. Ramesh Naidu (Professor & Head)	Chairman	
2	Mr. P.Ashok Kumar	Member	
3	Dr. Sandeep Singh Rana	Member	
4	Mr. Rahul Kumar	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 2018-19.

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 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. (R19 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 150 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 meetingwill be placed before the BoS for further discussion and recommendations.

Ramesh

Chairman, CDMC

Annexure 1

Feedback from Employers 2018-19 (Academic Year) - UG – B. Tech (FT)

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 2018-19

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	16.7	66.7	16.7	0	0	4.004	Excellent
Q2	20.8	54.2	20.8	4.2	0	3.916	Very Good
Q3	29.2	37.5	29.2	0	4.2	3.878	Very Good
Q4	16.7	62.5	20.8	0	0	3.959	Very Good
Q5	37.5	45.8	16.7	0	0	4.208	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 4.208 was given to the parameter "Solving and Soft Skills acquired by the students through the course contents will enable them to be placed in MNC Problem" followed by "the course content of B. Tech Food technology curriculum in tune with the program outcome" with a score of 4.004 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 and How relevant are the Course Contents in tune with the demands of food processing Industries" obtained average scores 3.959 and 3.916 respectively and has been rated as Very good.

The parameters "Do you agree that Professional Electives and multi-disciplinary Open Elective courses are in-line with the food technology advancements" obtained the score of 3.878 and has been rated as Very good.

Feedback from Faculty 2018-19 (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 2.

Table 2: Analysis of feedback from faculty 2018-19

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	75	25	0	0	0	4.75	Excellent
Q2	50	25	0	0	25	3.75	Very Good
Q3	25	37.5	12.5	25	0	3.625	Very Good
Q4	37.5	37.5	12.5	0	12.5	3.875	Very Good
Q5	12.5	50	12.5	0	25	3.25	Good
Q6	12.5	37.5	37.5	12.5	0	3.5	Very Good
Q7	25	37.5	37.5	0	0	3.875	Very Good
Q8	12.5	50	37.5	0	0	3.75	Very Good
Q9	12.5	50	37.5	0	0	3.75	Very Good

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 4.75 was given to the parameter "Course Contents of B.Tech – Food Technology Curriculum are in tune with the Program Outcomes" followed by "Contact Hour Distribution among various Course Components (LTP) are Satisfactory and The Composition of Basic Sciences, Engineering, Humanities and Management Courses satisfactory" with a score of 3.875 and 3.875 has been rated as excellent and very good.

It is clearly visible from the table that the parameters "Course Contents enhance the technical and professional Skills there by Core competencies, 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 3.75, 3.75 and 3.75 respectively and has been rated as very good.

The parameters "Allocation of Credits to the Courses satisfactory and Curriculum providing opportunity towards Self learning to realize the expectations" obtained the scores of 3.625 and 3.5 respectively and has been rated as very good which clearly reflects the benefit towards the student expectations.

Average scores 3.25 were obtained by the parameters "Electives enable the passion to learn innovative technologies in emerging areas of food technology" are 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 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 2018-19 (Academic Year) - UG – B. Tech (FT)

The result derived in terms of percentage of alumni's with common views, average score, and ratings is presented in Table 3.

Table 3: Analysis of feedback from alumni 2018–19

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	22.7	50	18.2	9.1	0	3.863	Very Good
Q2	31.8	27.3	31.8	9.1	0	3.818	Very Good
Q3	31.8	22.7	27.3	0	18.2	3.499	Good
Q4	27.3	31.8	31.8	0	9.1	3.682	Very Good
Q5	31.8	31.8	22.7	0	13.6	3.679	Very Good
Q6	27.3	22.7	31.8	0	18.2	3.409	Good
Q7	36.4	27.3	13.6	9.1	13.6	3.638	Very Good

Q1	B. 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 B.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 3.863 was given to the parameter "B. Tech Food Technology Curriculum has paved a good foundation in understanding the basic engineering concepts" followed by "The Course Curriculum has paved a good foundation in understanding the basic concepts of food technology" with a score of 3.818 has been rated as very good.

It is clearly visible from the table that the parameter "The Curriculum imparted all the required Job Oriented Skills" obtained average score of 3.682 has been rated as very good.

The parameters "Professional and Open Electives of Curriculum served the technical advancements needed to serve in the food industry" and "Are you in a position to compete with your peers from other Universities" obtained the scores of 3.679 and 3.638 respectively and has been rated as Very good which clearly reflects the benefit towards the alumni's expectations.

Average scores of 3.499 and 3.409 were obtained by the parameters "Course content of B.Tech Food technology curriculum in tune with the program outcome" and "Tools and Technologies learnt during laboratory sessions have enriched the practical knowledge and problem solving skills" are rated as Good.

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 Parents 2018-19 (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 4.

Table 4: Analysis of feedback from Parents 2018-19

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	17.6	70.6	11.8	0	0	4.058	Excellent
Q2	23.5	70.6	5.9	0	0	4.176	Excellent
Q3	5.9	76.5	17.6	0	0	3.883	Very Good
Q4	23.5	70.6	0	5.9	0	4.117	Excellent
Q5	23.5	76.5	0	0	0	4.235	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 4.235 was given to the parameter "Course Contents of B.Tech Food technology Curriculum are in tune with the Industry demand" followed by "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" with a score of 4.176 and has been rated as Excellent.

Scores of 4.117 was obtained by the parameters "Competency of your ward is on par with the students from other Universities/Institutes" are rated as Excellent.

It is clearly visible from the table 4 that the parameters "Course Curriculum is of the global standard and is in tune with the needs of oil and gas industries" obtained average scores 4.058 has been rated as Very Good.

Scores of 3.883 was obtained by the parameters "How satisfied are you with the Academic and Emotional Progression of your ward" is rated as Moderate.

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 in the oil and gas industries.

Feedback from Students 2018-19 (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 5.

Table 5: Analysis of feedback from students 2018–19

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	57.1	30.4	12.5	0	0	4.446	Excellent
Q2	52.1	26.8	18.5	2.7	0	4.286	Excellent
Q3	32.7	30.4	25	11.9	0	3.839	Very Good

Q4	28.3	26.2	36.3	9.2	0	3.736	Very Good
Q5	19.6	41.4	27.7	11.3	0	3.693	Very Good
Q6	17	32.4	44.6	6	0	3.604	Very Good
Q7	30.1	35.7	25.3	8.9	0	3.87	Very Good
Q8	24.1	38.7	22.9	14.3	0	3.726	Very Good
Q9	21.1	47.6	22.6	8.6	0	3.809	Very Good

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 4.446 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 4.286 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Do you agree that Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and are satisfactory" obtained average scores 3.87 and "Courses placed in the food technology curriculum serves the needs of both advanced and slow learners" 3.839 has been rated as very good.

The parameters "Integration of Minor/mini Project with Theory Courses have enhanced the technical competency and research skills, 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" obtained the scores of 3.809, 3.736 and

3.726 respectively and has been rated as very good which clearly reflects the benefit towards the student expectations.

Average scores 3.693 and 3.604 were obtained by the parameters "Do you agree that Electives have enabled the passion to learn new technologies in emerging areas of food technology and are satisfactory and Curriculum providing opportunity towards Self learning to realize the expectations" are 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 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