



Minutes of CDMC Meeting

17-03-2016

The members of Curriculum Design and Monitoring Committee for Bachelor Computer Applications programme met on 17-03-2016 at ASF06, 'U' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr.N. Veeranjayulu Professor & Head	Chairman	
2.	Mrs.K.Santhisri	Member	
3.	Mr.K.Praveen Kumar	Member	
4.	Mrs.PRSM Lakshmi	Member	

Agenda of the meeting

1. Analysis of the feedback collected from various stakeholders such as Faculty, Parents and Students during the academic year 2015-16.
2. Any point with the permission of Chair.

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

1. Freedom to select advanced courses from electives courses
2. Improve the project-based learning in the curriculum
3. Introduce more practical oriented courses like python, R programming, data analytics
4. Suggested to have courses for exclusive IoT technologies related courses with the concepts like network programming, embedded systems, IoT with cloud and IoT with web
5. Add more courses related to IT company
6. Minimize the number of evaluation schemes and include the courses based on the feedback from industry experts
7. The curriculum will be more practical oriented than theory and suitable for project-oriented learning



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(Estd u/s 3 of UGC Act of 1956)

Department of Information Technology

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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



Annexure 1

Feedback from Students 2015-16 (Academic Year) - UG –(BCA)

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 students 2015–16

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	36.8	42.1	15.8	5.3	0	4.104	Excellent
Q2	36.8	36.8	15.8	5.3	5.3	3.945	Very Good
Q3	36.8	26.3	21.1	5.3	10.5	3.736	Very Good
Q4	31.6	36.8	10.5	10.5	10.5	3.682	Very Good
Q5	68.4	10.5	10.5	10.5	0	4.365	Excellent
Q6	21.1	36.8	26.3	10.5	5.3	3.579	Very Good
Q7	31.6	36.8	26.3	5.3	0	3.947	Very Good
Q8	36.8	47.4	10.5	0	5.3	4.104	Excellent
Q9	47.4	42.1	5.3	0	5.3	4.266	Excellent

- Q1. Course Contents of Curriculum are in tune with the Program Outcomes.
- Q2. Course Contents are designed to enable Problem Solving Skills and Core competencies
- Q3. Courses placed in the curriculum serves the needs of both advanced and slow learners.
- Q4. Contact Hour Distribution among the various Course Components (LTP) is satisfiable.
- Q5. Electives have enabled the passion to learn new technologies in emerging areas.
- Q6. Curriculum is providing opportunity towards Self learning to realize the expectations
- Q7. Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable.
- Q8. Laboratory sessions are sufficient to improve the technical skills of students.
- Q9. Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students



The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).

Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.365 was given to the parameter “Electives have enabled the passion to learn new technologies in emerging areas” followed by “Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students” with a score of 4.266 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Course Contents of Curriculum are in tune with the Program Outcomes” and “Laboratory sessions are sufficient to improve the technical skills of students” obtained average scores 4.104 for both and has been rated as Excellent.

The parameters “Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable” and “Course Contents are designed to enable Problem Solving Skills and Core competencies” obtained the scores of 3.947 and 3.945 respectively and has been rated as Very Good which clearly reflects the benefit towards the student expectations.

Average scores of 3.736, 3.682, and 3.579 were obtained by the parameters “Courses placed in the curriculum serves the needs of both advanced and slow learners”, “Contact Hour Distribution among the various Course Components (LTP) is satisfiable” and “Curriculum is providing opportunity towards Self learning to realize the 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 faculty 2015-16 (Academic Year) - UG –(BCA)

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

Table 2: Analysis of feedback from faculty 2015–16

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	73.9	21.7	4.3	0	0	4.692	Excellent
Q2	69.6	30.4	0	0	0	4.696	Excellent
Q3	82.6	13	0	0	4.3	4.693	Excellent
Q4	78.3	8.7	13	0	0	4.653	Excellent
Q5	91.3	0	8.7	0	0	4.826	Excellent
Q6	87	8.7	0	0	4.3	4.741	Excellent
Q7	87	4.3	8.7	0	0	4.783	Excellent
Q8	87	4.3	4.3	0	4.3	4.694	Excellent
Q9	82.6	8.7	4.3	4.3	0	4.693	Excellent

Q1.Course Contents of Curriculum are in tune with the Program Outcomes

Q2.Course Contents enhance the Problem-Solving Skills and Core competencies

Q3.Allocation of Credits to the Courses are satisfiable

Q4.Contact Hour Distribution among the various Course Components (LTP) is Justifiable

Q5.Electives enable the passion to learn new technologies in emerging areas

Q6.Curriculum is providing opportunity towards Self learning

Q7.Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable

Q8.Courses with laboratory sessions are sufficient to improve the technical skills of students

Q9.Inclusion of Minor/ Mini Projects improved the technical competency and leadership skills among the students

The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).



Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.826 was given to the parameter “Electives enable the passion to learn new technologies in emerging areas” followed by “Composition of Basic Sciences, Engineering, Humanities and Management Courses is satisfiable” with a score of 4.783 and has been rated as Excellent.

It is clearly visible from the table that the parameters “Curriculum is providing opportunity towards Self learning” and “Course Contents enhance the Problem-Solving Skills and Core competencies” obtained average scores 4.741 and 4.696 respectively and has been rated as Excellent.

The parameters “Courses with laboratory sessions are sufficient to improve the technical skills of students” and “Courses with laboratory sessions are sufficient to improve the technical skills of students” obtained the scores of 4.694 and 4.693 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.693, 4.692 and 4.653 were obtained by the parameters “Allocation of Credits to the Courses are satisfiable”, “Course Contents of Curriculum are in tune with the Program Outcomes ” and “Contact Hour Distribution among the various Course Components (LTP) is Justifiable”.

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 2015-16 (Academic Year) - UG –(BCA)

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

Table 3: Analysis of feedback from parents 2015–16

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	38.5	38.5	23.1	0	0	4.158	Excellent
Q2	38.5	30.8	23.1	7.7	0	4.004	Excellent
Q3	30.8	53.8	15.4	0	0	4.154	Excellent
Q4	38.5	46.2	15.4	0	0	4.235	Excellent
Q5	38.5	38.5	15.4	7.7	0	4.081	Excellent

Q1. Curriculum enhances the intellectual aptitude of your ward

Q2. Curriculum realizes the personality development and technical skilling of your ward

Q3. Satisfaction about the Academic, Emotional Progression of your ward

Q4. Competency of your ward is on par with the students from other Universities/Institutes

Q5. Course Curriculum is of the global standard and is in tune with the needs of IT and IT enabled industries

The categorization of rating is as follows: Strongly Agree (5), Agree (4), Moderate (3), Disagree (2) and Strongly Disagree (1).

Feedback Analysis is carried based on Average Satisfaction Rating. Rating categorization is carried based on Excellent (≥ 4); Very Good (≥ 3.5 & < 4); Good (≥ 3 & < 3.5); Moderate (> 2 & < 3) and Unsatisfactory (< 2)

The highest score of 4.23 was given to the parameter “Competency of your ward is on par with the students from other Universities/Institutes” followed by “Curriculum enhances the intellectual aptitude of your ward” with a score of 4.158 and has been rated as Excellent.

Average scores of 4.154, 4.081 and 4.0 were obtained by the parameters “Satisfaction about the Academic, Emotional Progression of your ward”, “Curriculum provides the scope for improving



the required skills of IT and IT enabled Industry Demands”, and “Curriculum realizes the personality development and technical skilling of your ward”.

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