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**Department of
Information Technology**

Vadlamudi – 522 213, Guntur Dt. AP, India

Minutes of CDMC Meeting

08-05-2017

The members of Curriculum Design and Monitoring Committee for Master of Computer Applications (MCA) programme met on 08-05-2017 at ASF06, 'U' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr. N. Veeranjanayulu Professor & Head	Chairman	N. Ueeeeeer.
2.	Mr. B. Premamayudu	Member	
3.	Mr. K. Praveen Kumar	Member	K. Pumar
4.	Mrs. K. Santhi sri	Member	Santhisri

Agenda of the meeting

1. Analysis of the feedback collected from various stakeholders such as Faculty, Parents and Students, Alumni, and Employers during the academic year 2016-17
2. Any point with the permission of Chair

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

1. Introduce Advanced courses as department electives
2. Add courses focused on industry and include add-on courses on new technology
3. Courses like Cloud Computing, Big data analytics, machine learning, and the internet of things can be made as a core category
4. Include E-commerce as a professional elective
5. It is useful to include the basics of the cloud and various case studies on cloud technologies in the first two units. From the 3rd unit, it is useful to add practical concepts relating to anyone cloud technology

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

Department of
Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

6. It is better to remove the number systems and introduction to computer issues from Unit-I and better to add programming issues and problem-solving techniques in Problem-solving and Computer Programming course

7. It is very essential to teach security issues in web and information. Introduce case studies related to security in the database, cloud, and IoT technologies

8. It is better to include the design and analysis of algorithms in detail. Further, introduce the same course in two semesters to get to understand every problem-solving technique and case studies in design

9. It must support for higher education

10. Minimize the number of evaluation schemes and include the courses based on the feedback from industry experts

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

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

**Department of
Information Technology**

Vadlamudi – 522 213, Guntur Dt. AP, India

Annexure 1

Feedback from Students 2016-17 (Academic Year) – PG- MCA

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

Table 1: Analysis of feedback from students 2016 – 17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	57.1	42.9	0	0	0	4.571	Excellent
Q2	57.1	42.9	0	0	0	4.571	Excellent
Q3	0	71.4	28.6	0	0	3.714	Very Good
Q4	28.6	57.1	14.3	0	0	4.143	Excellent
Q5	14.3	85.7	0	0	0	4.143	Excellent
Q6	42.9	28.6	28.6	0	0	4.147	Excellent
Q7	14.3	71.4	14.3	0	0	4	Excellent
Q8	14.3	57.1	28.6	0	0	3.857	Very Good
Q9	42.9	28.6	14.3	14.3	0	4.004	Excellent

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

Q2. Course Contents are well designed to enable Problem Solving Skills and Core competencies

Q3. Courses placed in the curriculum serve 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. Courses with laboratory sessions are sufficient to improve the technical skills

Q8. Research Projects improved the technical competency and leadership skills

Q9. Tools and technologies described in the curriculum are enough to design and develop new applications.

VIGNAN'S
Foundation for Science, Technology & Research
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(Estd u/s 3 of UGC Act of 1956)

Department of Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

The highest score of 4.571 was given to the parameter "Course Contents of Curriculum are in tune with the Program Outcomes" followed by "Course Contents are well designed to enable Problem Solving Skills and Core competencies" with a score of 4.571 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Curriculum is providing opportunity towards self-learning to realize the expectations" and "Contact Hour Distribution among the various Course Components (LTP) is Satisfiable" obtained average scores 4.147 and 4.143 respectively and has been rated as Excellent.

The parameters "Electives have enabled the passion to learn new technologies in emerging areas" and "Tools and technologies described in the curriculum are enough to design and develop new applications" obtained the scores of 4.143 and 4.004 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4, 3.857 and 3.714 were obtained by the parameters "Courses with laboratory sessions are sufficient to improve the technical skills", "Research Projects improved the technical competency and leadership skills" and "Courses placed in the curriculum serve the needs of both advanced and 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.

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 2016-17 (Academic Year) - PG – MCA

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

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

Department of
Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

Table 2: Analysis of feedback from alumni 2016 – 17

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	91.4	8.6	0	0	0	4.914	Excellent
Q4	60	40	0	0	0	4.6	Excellent
Q5	91.4	8.6	0	0	0	4.914	Excellent
Q6	100	0	0	0	0	5	Excellent
Q7	100	0	0	0	0	5	Excellent

Q1. Curriculum has paved a good foundation in understanding the basic engineering concepts

Q2. Course Contents of Curriculum are in tune with the Program Outcomes

Q3. Curriculum enriched the research abilities to pursue higher education in the thrust areas of Computer Science

Q4. Professional and Open Electives of Curriculum served the technical advancements needed to serve in the industry

Q5. Tools and Technologies learnt during laboratory sessions has enriched the problem-solving skills

Q6. Competing with your peers from other Universities

Q7. Curriculum is superior to your studied Curriculum

The highest score of 5 was given to the parameter "Curriculum has paved a good foundation in understanding the basic engineering concepts" followed by "Course Contents of Curriculum are in tune with the Program Outcomes" with a score of 5 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Competing with your peers from other Universities" and "Curriculum is superior to your studied Curriculum" obtained average scores 5 and 5 respectively and has been rated as Excellent.

VIGNAN'S
Foundation for Science, Technology & Research
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(Estd u/s 3 of UGC Act of 1956)

Department of
Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

Average scores of 4.91, 4.91 and 4.6 were obtained by the parameters "Curriculum enriched the research abilities to pursue higher education in the thrust areas of Computer Science", "Tools and Technologies learnt during laboratory sessions has enriched the problem-solving skills" and "Professional and Open Electives of Curriculum served the technical advancements needed to serve in the industry".

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 2016-17 (Academic Year) - PG – MCA

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	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	65.2	30.4	4.3	0	0	4.605	Excellent
Q2	52.2	43.5	4.3	0	0	4.479	Excellent
Q3	69.6	26.1	0	0	4.3	4.567	Excellent
Q4	65.2	21.7	13	0	0	4.518	Excellent
Q5	73.9	13	13	0	0	4.605	Excellent
Q6	65.2	21.7	8.7	0	4.3	4.432	Excellent
Q7	65.2	17.4	17.4	0	0	4.478	Excellent
Q8	69.6	17.4	4.3	0	8.7	4.392	Excellent
Q9	65.2	21.7	4.3	8.7	0	4.431	Excellent

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

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

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

Department of
Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

Q3. Curriculum enable the research abilities of the students in thrust areas of Computer Science

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. Apply tools and technologies described in the curriculum are enough to design and develop new applications to serve the local needs.

Q8. Courses with 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 highest score of 4.60 was given to the parameter "Course Contents of Curriculum are in tune with the Program Outcomes" followed by "Course Contents are designed to enable Problem Solving Skills and Core competencies" with a score of 4.60 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Curriculum enable the research abilities of the students in thrust areas of Computer Science" and "Contact Hour Distribution among the various Course Components (LTP) is Justifiable" obtained average scores 4.567 and 4.518 respectively and has been rated as Excellent.

The parameters "Course Contents enhance the Problem-Solving Skills and Core competencies" and "Course Contents enhance the Problem-Solving Skills and Core competencies" obtained the scores of 4.479 and 4.478 respectively and has been rated as Excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.432, 4.431and 4.392 were obtained by the parameters "Curriculum is providing opportunity towards self-learning", "Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students " and "Courses with laboratory sessions are sufficient to improve the technical skills of students".

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.

VIGNAN'S

Foundation for Science, Technology & Research

UNIVERSITY

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

Department of Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

Feedback from Employers 2016-17 (Academic Year) - PG – MCA

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

Table 4: Analysis of feedback from employers 2016 – 17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	96.6	3.4	0	0	0	4.966	Excellent
Q2	89.7	10.3	0	0	0	4.897	Excellent
Q3	79.3	20.7	0	0	0	4.793	Excellent
Q4	58.6	41.4	0	0	0	4.586	Excellent
Q5	82.8	17.2	0	0	0	4.828	Excellent

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

Q2. Curriculum has the scope for improving the required skills of IT and IT enabled Industry Demands

Q3. Professional and Open Electives are fulfilling the ever- evolving needs of IT industries

Q4. Tools and technologies described in the curriculum are sufficient to design and develop new applications of IT Industry.

Q5. Problem Solving and Soft Skills acquired by the students through the curriculum will enable them to be placed in IT Industry.

The highest score of 3.441 was given to the parameter "Course Contents of Curriculum are in tune with the Program Outcomes" followed by "Course Contents are designed to enable Problem Solving Skills and Core competencies" with a score of 3.334 and has been rated as Good.

Average scores of 3.33, 3.111 and 2.333 were obtained by the parameters "Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students", "Electives have enabled the passion to learn new technologies in emerging areas" and "Contact Hour Distribution among the various Course Components (LTP) is satisfiable".

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

Department of Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

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 – MCA

The result derived in terms of percentage of parents with common views, average score, and ratings is presented in Table 5.

Table 5: Analysis of feedback from parents 2016 – 17

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Grade
Q1	100	0	0	0	0	5	Excellent
Q2	81.8	18.2	0	0	0	4.818	Excellent
Q3	72.7	27.3	0	0	0	4.727	Excellent
Q4	72.7	27.3	0	0	0	4.727	Excellent
Q5	81.8	18.2	0	0	0	4.818	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 global standard and is in tune with the needs of IT and IT enabled industries

The highest score of 5 was given to the parameter "Curriculum enhances the intellectual aptitude of your ward" followed by "Curriculum realizes the personality development and technical skilling of your ward" with a score of 4.818 and has been rated as Excellent.

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

Department of
Information Technology

Vadlamudi – 522 213, Guntur Dt. AP, India

Average scores of 4.818, 4.727 and 4.727 were obtained by the parameters "Course Curriculum is of global standard and is in tune with the needs of IT and IT enabled industries", "Satisfaction about the Academic, Emotional Progression of your ward" and "Competency of your ward is on par with the students from other Universities/Institutes".

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.

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