BIOMEDICAL ENGINEERING

Department of Electronics and Communication Engineering.

Date: 04-01-2016

Re-Constitution of Curriculum Design and Monitoring Committee

The Head of the Department constituted the Curriculum Design and Monitoring Committee for B. Tech. BM Program.

S.No	Members	Designation
1.	Dr. N. Usharani	Chairman
2.	Mr. T. Pitchaiah	Member
3.	Mr. Y. Ravi Sekhar	Member
4.	Mr. P. Krishna Chaitanya	Member

Curriculum Design and Monitoring Committee is re-constituted for a term of three years. It analyses the feedback from the students and give inputs to the BOS.

Thanking you sir,

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Head of the Department
Electronics and Communication Engineering

Copy to
1. The Vice Chancellor
2. The Registrar.
3. Dean, Academics.
4. ECE Faculty

VIGNAN'S
Foundation for Science, Technology & Research
U N I V E R S I T Y
(Estd u/s 3 of UGC Act of 1956)

Department of Electronics and Communication Engineering.

Date: 16-02-2016

Curriculum Design and Monitoring Committee

Circular

Curriculum Design and Monitoring Committee meeting for B.Tech. Program is scheduled on 21-02-2016 in VSF09, 'H' block, of VFSTR. at 11:00 AM. The members of CDMC are requested to attend the meeting.

Agenda:

1. Preparation of R16 Curriculum.

Chairman, CDMC

Minutes of CDMC Meeting

23-02-2016

The members of Curriculum Design and Monitoring Committee for B.Tech Biomedical Engineering program met on 23-02-2016 at VSF09, 'H' block, of VFSTR. The following members attended the meeting.

S.No	Members	Designation	Signatures
1.	Dr. N. Usharani	Chairman	
2.	Mr. T. Pitchaiah	Member	
3.	Mr. Y. Ravi Sekhar	Member	
4.	Mr. P. Krishna Chaitanya	Member	

Agenda of the meeting

- Analysis of the feedback collected from various stakeholders such as Employers, Faculty, Parents and Students during the academic year 2015-16.

The following are the important points are discussed in the CDMC:

1. As analyzed various Govt. and private technical universities going for reduction in the credits and in our next curriculum the reduction of credits is suggested.
2. Including credits for life skills and employability skills.
3. Modular courses exclusively offered by industry personnel are to be introduced.
4. Incorporation of skills for each courses.
5. Students should correlate the theoretical knowledge and practical applications
6. More modelling softwares have to be taught apart from course curriculum
7. More choices should be offered for choosing electives
8. Mixture of theory with laboratory for majority of courses

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

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

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

Table 1: Analysis of feedback from students 2015–16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	60.7	39.3	0	0	0	4.607	Excellent
Q2	42.9	57.1	0	0	0	4.429	Excellent
Q3	32.1	67.9	0	0	0	4.321	Excellent
Q4	60.7	39.3	0	0	0	4.607	Excellent
Q5	42.9	57.1	0	0	0	4.429	Excellent
Q6	53.6	46.4	0	0	0	4.536	Excellent
Q7	53.6	46.4	0	0	0	4.536	Excellent
Q8	42.9	57.1	0	0	0	4.429	Excellent
Q9	21.4	78.6	0	0	0	4.214	Excellent

The highest score of 4.60 was given to the parameter "Course Contents of Curriculum are in tune with the Program Outcomes" and "Contact Hour Distribution among the various Course Components (LTP) is satisfiable." with a score of 4.60 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable" and "The design of courses in the Curriculum is considered the extra learning or self learning." obtained average scores 4.536 and 4.536 respectively and has been rated as Excellent.

The parameters "Course Contents are designed to enable Problem Solving Skills and Core competencies" and "The electives offered in relation to the Technological advancements in Biomedical and allied fields" and Laboratory sessions are sufficient to improve the technical skills of students" obtained the scores of 4.429 and 4.429 respectively and has been rated as Very Good & excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.3, and 4.2 were obtained by the parameters "Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students" and "Courses placed in the curriculum serves the needs of both advanced and slow learners".

Feedback from Employer 2015-16 (Academic Year) - UG – B. Tech (BM)

The result derived in terms of percentage of employer with common views, average score, and ratingsis presented in Table 2.

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

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

Table 1: Analysis of feedback from students 2015–16

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It is clearly visible from the table that the parameters "Composition of Basic Sciences, Engineering, Humanities and Management Courses is a right mix and satisfiable" and "The design of courses in the Curriculum is considered the extra learning or self learning." obtained average scores 4.536 and 4.536 respectively and has been rated as Excellent.

The parameters "Course Contents are designed to enable Problem Solving Skills and Core competencies" and "The electives offered in relation to the Technological advancements in Biomedical and allied fields" and Laboratory sessions are sufficient to improve the technical skills of students" obtained the scores of 4.429 and 4.429 respectively and has been rated as Very Good & excellent which clearly reflects the benefit towards the student expectations.

Average scores of 4.3, and 4.2 were obtained by the parameters "Inclusion of Minor Project/ Mini Projects improved the technical competency and leadership skills among the students" and "Courses placed in the curriculum serves the needs of both advanced and slow learners".

Feedback from Employer 2015-16 (Academic Year) - UG – B. Tech (BM)

The result derived in terms of percentage of employer with common views, average score, and ratingsis presented in Table 2.

Table 2: Analysis of feedback from Employer 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	50	0	0	0	4.5	Excellent
Q3	50	50	0	0	0	4.5	Excellent
Q4	50	50	0	0	0	4.5	Excellent
Q5	0	100	0	0	0	4	Excellent

The highest score of 4.5 was given to the parameter "1. Course Contents of Curriculum are in tune with the Program Outcomes"; "2 Curriculum helps in bridging gap between industry and academic institution."; "3.Applicability of the domains and the tools used for designing the experiments in terms of existing practices in the Biomedical Engineering Industry."; "4. Professional and Open Electives are in relation to the Technological advancements and fulfilling the needs of biomedical and allied industries." .followed by "5 Curriculum develops skills to model and analyse the biomedical and allied industrial issues." has been rated as 4 Excellent.

Feedback from faculty 2015-16 (Academic Year) - UG – B. Tech (BM)

The result derived in terms of percentage of faculty with common views, average score, and ratingsis presented in Table 3.

Table 3: Analysis of feedback from faculty 2015–16

Parameters	Rating 5	Rating 4	Rating 3	Rating 2	Rating 1	Average Score	Rating
Q1	37.5	62.5	0	0	0	4.375	Excellent
Q2	25	75	0	0	0	4.25	Excellent
Q3	50	50	0	0	0	4.5	Excellent
Q4	62.5	37.5	0	0	0	4.625	Excellent
Q5	37.5	62.5	0	0	0	4.375	Excellent
Q6	0	100	0	0	0	4	Excellent
Q7	25	75	0	0	0	4.25	Excellent
Q8	37.5	62.5	0	0	0	4.375	Excellent
Q9	0	100	0	0	0	4	Excellent

The highest score of 4.6 was given to the parameter "4.The practical enable to develop experimental, design, problem solving and analysis skills of the students" and followed by "3. Curriculum is sufficient to bridge the gap between industry standards /current global scenarios and academics with a score of 4.5 and has been rated as Excellent.

It is clearly visible from the table that the parameters "Q1: Course Contents of Curriculum in tune with the Program Outcomes", &" & followed by "5.The timely coverage of syllabus is possible in the mentioned number of hours." "Q8: 8. The number of theoretical courses and laboratory sessions sufficient to improve the technical skills of students" have similar

score of 4.375 followed by "Q7: 7.   Rate the capability of the curriculum for improving ethical values in students", &"Q2:2.   The depth of the course content is adequate to have significant learning outcomes "Q9:Electives enable the passion to learn new technologies in emerging area" which is having the similar score of 4.125 which are rated as excellent and and."& "Q6:6.   The Curriculum providing opportunity towards Self learning to realize the expectations" obtained average scores 4 & 3.5 which were rated excellent and very good respectively

Feedback from Parent 2015-16 (Academic Year) - UG – B. Tech (BM)

The result derived in terms of percentage of Parent with common views, average score, and ratingsis presented in Table 4.

Table 4: Analysis of feedback from Parent 2015–16

Parameters	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree	Avg. Rating	Rating
Q1	33.3	66.7	0	0	0	4.333	Excellent
Q2	33.3	66.7	0	0	0	4.333	Excellent
Q3	0	100	0	0	0	4	Excellent
Q4	0	100	0	0	0	4	Excellent
Q5	33.3	66.7	0	0	0	4.333	Excellent

The highest score of 4.33 was given to the parameter "1.Your ward is sensitized towards issues like gender equality, environment and sustainability, ethics and values etc., through relevant courses in the curriculum"&"2.The academic flexibility embedded in the curriculum provides opportunities to students to pursue their interest by choosing from a vast number of pathways / electives from own area/specialization as well as from other areas"; "5.   Course Curriculum is of the global standard and is in tune with the needs of electrical and allied industries.." which are rated Excellent

It is cleary visible that for "3.Competency of your ward is on par with the students from other Universities/Institutes." &"4.The curriculum has been designed to make your ward industry ready by imparting analytical and reasoning, language and soft skills in addition to technical competencies, as desired by the electrical and allied industries." Which are given 4 and rated as Excellent.

Time to time meetings were conducted at the department level to leverage new and advanced techniques to improve the problem solving skills and soft skills of the students which enable them to be placed in biomedical Industry.

The feedback analysis given by Parent reveals that by improving the required skills of biomedical and biomedical enabled Industry Demands helps the student to get placements.

Chairman, CDMC