

HITS / CDF / 004A

#### << COMPUTER SCIENCE AND ENGINEERING >>

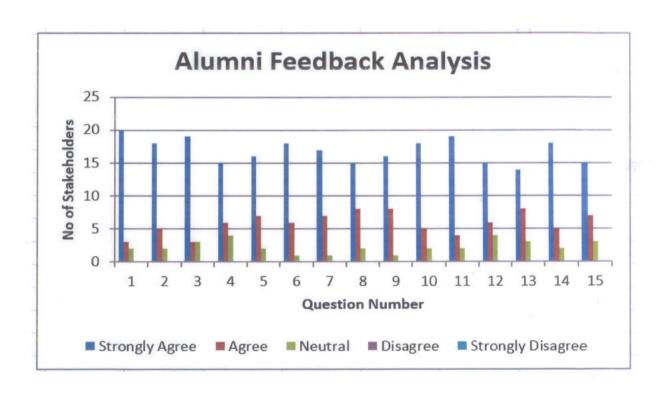
### STAKE HOLDERS FEEDBACK ANALYSIS ON CURRICULUM DEVELOPMENT

Programme Name: M.Tech (CSE)

| Stake Holder: Alumni |  | Total no of stakeholders: 25 |       |         |          |                      |  |  |
|----------------------|--|------------------------------|-------|---------|----------|----------------------|--|--|
| Q. No.               | Question   | Strongly<br>Agree            | Agree | Neutral | Disagree | Strongly<br>Disagree |  |  |
| 1                    | Your Learning experience at HITS was enriching.  | 20                           | 3     | 2       | 0        | 0                    |  |  |
| 2                    | Department Vision & Mission<br>Statements are well defined                                 | 18                           | 5     | 2       | 0        | 0                    |  |  |
| 3                    | The PO, PEO and PSO statements for the program offered are framed clearly                  | 19                           | 3     | 3       | 0        | 0                    |  |  |
| 4                    | The Curriculum, Courses and Syllabus are framed in line with industry demands.             | 15                           | 6     | 4       | 0        | 0                    |  |  |
| 5                    | The course outcomes are well defined and measurable.                                       | 16                           | 7     | 2       | 0        | 0                    |  |  |
| 6                    | The courses in the curriculum has good balance between theory and lab courses.             | 18                           | 6     | 1       | 0        | 0                    |  |  |
| 7                    | The curriculum provides sufficient skills to solve problems encountered at work.           | 17                           | 7     | 1       | 0        | 0                    |  |  |
| 8                    | The curriculum provides technical knowledge and skills for a successful career.            | 15                           | 8     | 2       | 0        | 0                    |  |  |
| 9                    | Curriculum allows for progressive learning from simpler to more advanced concepts.         | 16                           | 8     | 1       | 0        | 0                    |  |  |
| 10                   | The curriculum provides fundamental skills to tackle complex problems.                     | 18                           | 5     | 2       | 0        | 0                    |  |  |
| 11                   | The programme prepared me to recognize and beware of the social, ethical and environmental | 19                           | 4     | 2       | 0        | 0                    |  |  |



|    | impacts of my scientific and engineering activities.  |    |   |   |   |   |
|----|---|----|---|---|---|---|
| 12 | I have the ability to perform services requiring individual and team efforts.   | 15 | 6 | 4 | 0 | 0 |
| 13 | The soft skills course(s) provide effective training in written and oral forms of communication.  | 14 | 8 | 3 | 0 | 0 |
| 14 | I have developed skills for project management and finance and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments. | 18 | 5 | 2 | 0 | 0 |
| 15 | My education made me aware of<br>the need for lifelong learning in<br>my career, and the various ways in<br>which this can be pursued.  | 15 | 7 | 3 | 0 | 0 |



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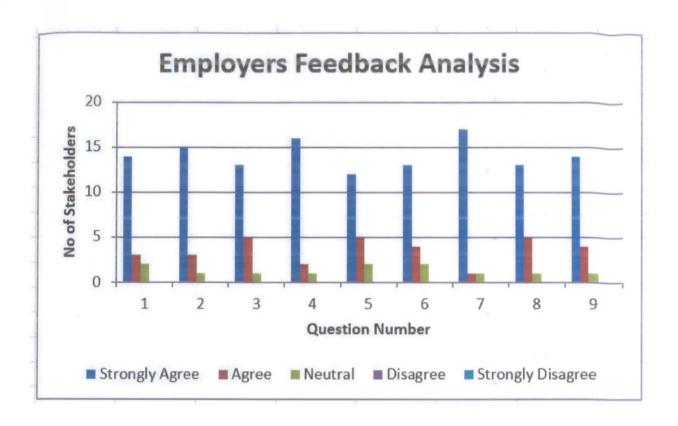
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# STAKE HOLDERS FEEDBACK ANALYSIS ON CURRICULUM DEVELOPMENT

Programme Name: M.Tech (CSE)

| Stake Holder: Employer |   | Total no of stakeholders: 19 |       |         |          |                      |  |  |
|------------------------|---|------------------------------|-------|---------|----------|----------------------|--|--|
| Q. No.                 | Question  | Strongly<br>Agree            | Agree | Neutral | Disagree | Strongly<br>Disagree |  |  |
| 1                      | Department Vision & Mission Statements are well defined.  | 14                           | 3     | 2       | 0        | 0                    |  |  |
| 2                      | The PO, PEO and PSO statements for the program offered are framed clearly.  | 15                           | 3     | 1 ,     | 0        | 0                    |  |  |
| 3                      | The Curriculum, Courses and Syllabus are framed in line with industry demands.  | 13                           | 5     | 1       | 0        | 0                    |  |  |
| 4                      | HITS curriculum has given the student the necessary skills needed to work in your company.                                | 16                           | 2     | 1       | 0        | 0                    |  |  |
| 5                      | The courses in the curriculum have good balance between theory and lab courses.   | 12                           | 5     | 2       | 0        | 0                    |  |  |
| 6                      | The curriculum has given the students a good grasp of the fundamental concepts required in your field                     | 13                           | 4     | 2       | 0        | 0                    |  |  |
| 7                      | The curriculum provides the techniques, skills, modern tools and computer-based technologies. required for the workforce. | 17                           | 1     | 1       | 0        | 0                    |  |  |
| 8                      | Curriculum provides sufficient breadth of electives for students to choose their specialization.                          | 13                           | 5     | 1       | 0        | 0                    |  |  |
| 9                      | The curriculum design includes holistic education that instills values such as ethics, perseverance, and integrity.       | 14                           | 4     | 1       | 0        | 0                    |  |  |





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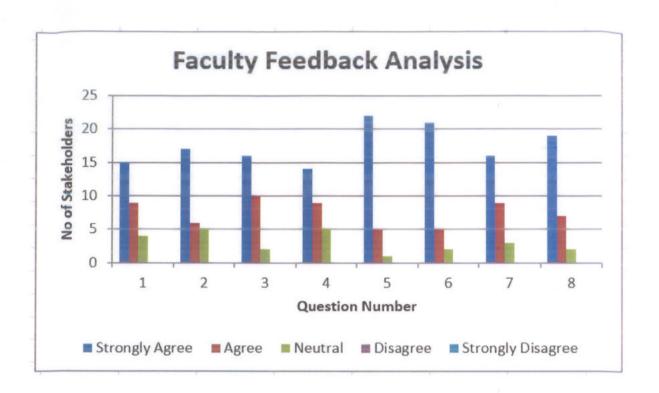
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### STAKE HOLDERS FEEDBACK ANALYSIS ON CURRICULUM DEVELOPMENT

Programme Name: M.Tech (CSE)

| Stake Holder: Faculty |   | Total no of stakeholders : 28 |       |         |          |                      |  |
|-----------------------|---|-------------------------------|-------|---------|----------|----------------------|--|
| Q. No.                | Question  | Strongly<br>Agree             | Agree | Neutral | Disagree | Strongly<br>Disagree |  |
| 1                     | Department Vision & Mission Statements are well defined.  | 15                            | 9     | 4       | 0        | 0                    |  |
| 2                     | The PO, PEO and PSO statements for the program offered are framed clearly.                          | 17                            | 6     | 5       | 0        | 0                    |  |
| 3                     | The Curriculum, Courses and Syllabus are framed in line with industry demands.                      | 16                            | 10    | 2       | 0        | 0                    |  |
| 4                     | The curriculum is designed to provide measurable outcomes.  | 14                            | 9     | 5       | 0        | 0                    |  |
| 5                     | Design of syllabus was well structured to achieve balance between fundamentals and advanced topics. | 22                            | 5     | 1       | 0        | 0                    |  |
| 6                     | The curriculum recommends relevant books and references in the field.                               | 21                            | 5     | 2       | 0        | 0                    |  |
| 7                     | Teaching the course increased my knowledge and subject matter expertise.                            | 16                            | 9     | 3       | 0        | 0                    |  |
| 8                     | Curriculum was innovative and periodically updated.   | 19                            | 7     | 2       | 0        | 0                    |  |





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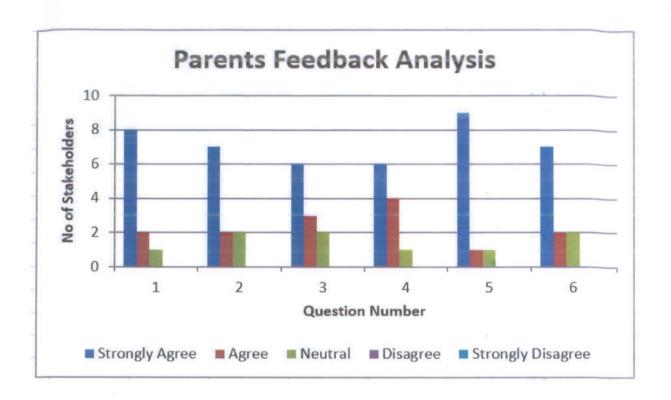
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## STAKE HOLDERS FEEDBACK ANALYSIS ON CURRICULUM DEVELOPMENT

Programme Name: M.Tech (CSE)

| Stake Holder: Parents |  | Total no of stakeholders: 11 |       |         |          |                      |  |
|-----------------------|--|------------------------------|-------|---------|----------|----------------------|--|
| Q. No.                | Question   | Strongly<br>Agree            | Agree | Neutral | Disagree | Strongly<br>Disagree |  |
| 1                     | The Curriculum, Courses and Syllabus are framed in line with industry demands.   | 8                            | 2     | 1       | 0        | 0                    |  |
| 2                     | The course outcomes are well defined and measurable.   | 7                            | 2     | 2       | 0        | 0                    |  |
| 3                     | The courses in the curriculum have good balance between theory and lab courses.  | 6                            | 3     | 2       | 0        | 0                    |  |
| 4                     | The curricular and non-curricular initiatives taken up by HITS has helped your ward to attain the required competency level. | 6                            | 4     | 1 ,     | 0        | 0                    |  |
| 5                     | The institutional infrastructure facilities adequate to curriculum.  | 9                            | 1     | 1       | 0        | 0                    |  |
| 6                     | The course contents in the curriculum helped your ward to technically improved.  | 7                            | 2     | 2       | 0        | 0                    |  |



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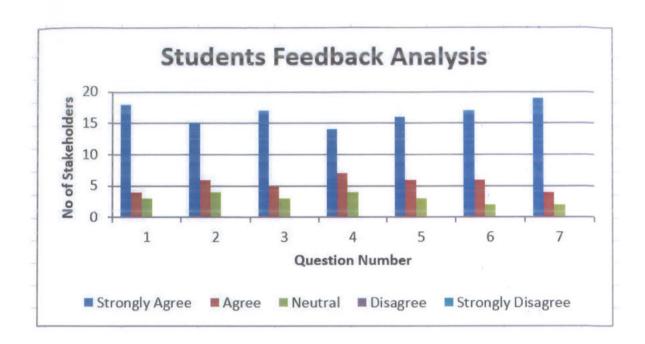
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### STAKE HOLDERS FEEDBACK ANALYSIS ON CURRICULUM DEVELOPMENT

Programme Name: M.Tech (CSE)

| Stake Holder: Student |   | Total no of stakeholders: 25 |       |         |          |                      |  |
|-----------------------|---|------------------------------|-------|---------|----------|----------------------|--|
| Q. No.                | Question  | Strongly<br>Agree            | Agree | Neutral | Disagree | Strongly<br>Disagree |  |
| 1                     | The Curriculum, Courses and Syllabus are framed in line with industry demands.                                  | 18                           | 4     | 3       | 0        | 0                    |  |
| 2                     | The course outcomes are well defined and measurable.  | 15                           | 6     | 4       | 0        | 0                    |  |
| 3                     | The course in the curriculum has good balance between theory and lab courses.                                   | 17                           | 5     | 3       | 0        | 0                    |  |
| 4                     | Curriculum allows for progressive learning from simpler to more advanced concepts.                              | 14                           | 7     | 4       | 0        | 0                    |  |
| 5                     | The course contents designed are well structured, achieving a balance between fundamentals and advanced topics. | 16                           | 6     | 3       | 0        | 0                    |  |
| 6                     | The course contents in the syllabus are coupled with practical examples to clarify concepts.                    | 17                           | 6     | 2       | 0        | 0                    |  |
| 7                     | The textbooks, along with the supporting reference materials adequately covered the syllabus.                   | 19                           | 4     | 2       | 0        | 0                    |  |



Coordinator (BoS)

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