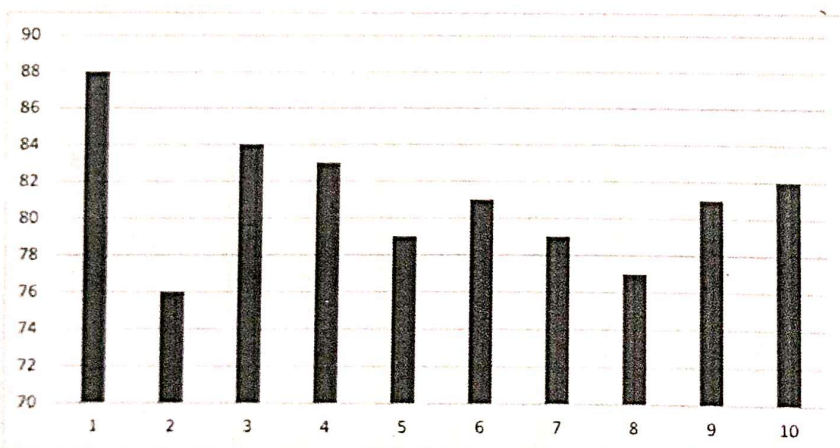


Department of Computer Science Engineering

Feedback Analysis (Student)

Sl. No	Parameter	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Total	Consolidates Score in %
1	Curriculum and Syllabi of the Courses	60	39	10	3	0	492	88
2	Extent of syllabi covered in the Class	15	65	26	5	1	424	76
3	Course delivery by faculty members in the class	46	45	19	2	0	471	84
4	Usage of teaching aids and ICT in the class by faculty to facilitate teaching	44	46	14	8	0	462	83
5	Fairness in the assessment processes(CAT,End sem Exams, Quiz,Assignments,etc.)	41	37	24	9	1	444	79
6	Timely announcement of examination results	39	45	22	5	1	452	81
7	Opportunities in the department/college for Research Activities	40	40	22	9	1	445	79
8	Opportunity for students to participate in internship,field visit	32	41	31	6	2	431	77
9	Opportunities for out of classroom learning (guestlectures, seminars, workshop, value addedprogrammes, conferences, competitions)	46	34	23	9	0	453	81
10	Over all Learning Experience	42	41	26	3	0	458	82



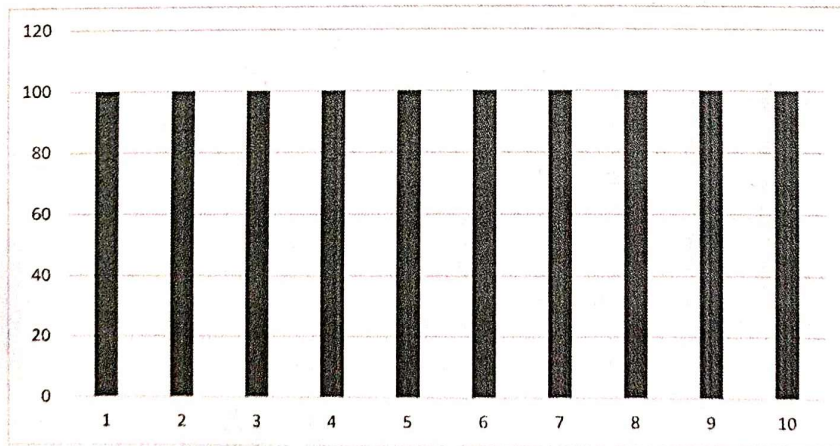
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Department of Computer Science Engineering

Faculty Feedback Analysis

Sl. No	Parameter	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Total	Consolidates Score in %
1	The curriculum and syllabus are need based	6					30	100
2	The course outcomes are well defined and clear	6					30	100
3	Sufficient number of relavant reading materials and digital resourses are available in the library	6					30	100
4	The course has good balance between theory and application	6					30	100
5	The course/syllabus of this course increase my knowledge and perspective in the subject area	6					30	100
6	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	6					30	100
7	I have the freedom to adopt new techniques/education tools/stategies in teaching	6					30	100
8	I am able to achieve the minimum required courses outcome attainment level for my class	6					30	100
9	I have taken sufficient steps to provide assistance to slow learners	6					30	100
10	I have contributed to the curriculum and/or syllabus development	6					30	100



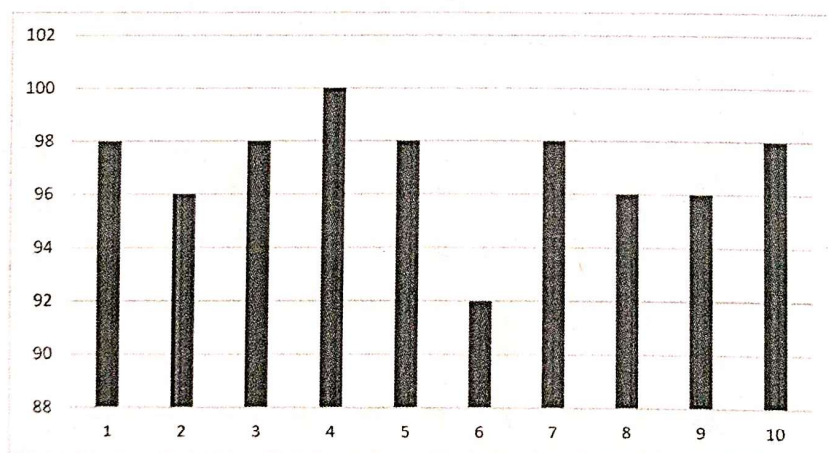
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Alumni Feedback Analysis

Sl. No	Parameter	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Total	Consolidates Score in %
1	The curriculum and syllabus content were appropriate for my placement / higher education	9	1	0	0	0	49	98
2	Sufficient number of co-curricular activities were arranged during my study period	8	2	0	0	0	48	96
3	The institute-industry tieups were useful for me	9	1	0	0	0	49	98
4	The institute/faculty helped me in placement/ higher education	10	0	0	0	0	50	100
5	The institute offers sufficient scholarships to merit students and deserving students	9	1	0	0	0	49	98
6	The learning ambience at the institute is good	6	4	0	0	0	46	92
7	The institute provides sufficient opportunity to participate in extracurricular activities	9	1	0	0	0	49	98
8	The curriculum accommodates courses with experiential learning (hands-on)	8	2	0	0	0	48	96
9	All the academic processes of the institute is transparent	8	2	0	0	0	48	96
10	The institute is student-centric in all its academic initiatives	9	1	0	0	0	49	98



*S. Rathi*

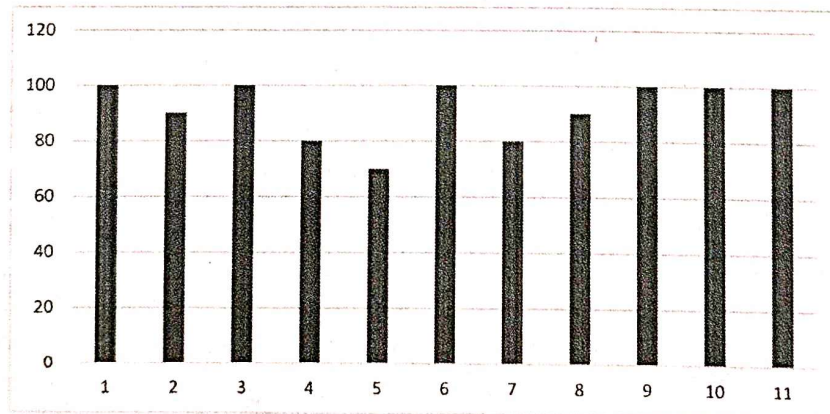
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Department of Computer Science Engineering

Employer Feedback Analysis

Sl. No	Parameter	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Total	Consolidates Score in %
1	The technical knowledge of the students is good	2	0	0	0	0	10	100
2	The curriculum and syllabus provide sufficient knowledge in the area of study	1	1	0	0	0	9	90
3	The students are able to work as part of the team	2		0	0	0	10	100
4	The students maintain cordial relation with peers and seniors	1	0	1	0	0	8	80
5	Communication skills of the students are good	0	1	1	0	0	7	70
6	Students have the required managerial/ leadership qualities	2	0	0	0	0	10	100
7	Students volunteer to get into new initiatives taken up by the industry	1	0	1	0	0	8	80
8	Students contribute substantially to the growth of the industry	1	1	0	0	0	9	90
9	Students align themselves to the demanding needs of the industry	2	0	0	0	0	10	100
10	The curriculum and non-curricular initiatives taken up by GCT has helped the students to attain the	2	0	0	0	0	10	100
11	Students have the ability to learn industrial practices fast and mould themselves in to the stream	2	0	0	0	0	10	100



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**DEPARTMENT OF CSE.**  
**Feedback Analysis**  
**2018 R**

S.No	Feedback Received	Feedback Received from	Action Taken
1	Need for more industry exposure for students	Student	The optional 4 week internship programme in 2016 Regulation is made mandate in 2018 Regulation
2	Requirement for societal and ethical responsibilities among students.	Alumni	Additional Activity points are introduced in 2018 Regulation. The student should earn 100 activity points before he/ she appears for his/ her final examinations.
3	More co-curricular and extra curricular activities required to improve soft skills	Students	Additional Activity Points introduced in 2018R
4	Need for Self Study / Online courses	Alumni, Student	Online Credit Transfer (SWAYAM Courses) is introduced for all elective courses.
5	Requirement for interdisciplinary Open electives across Departments	Employer	Interdisciplinary Open Electives were introduced in the 2018 Regulation enabling the student to take up courses across Departments
6	Need for transparency in Assessment procedure	Student	Answer script review by the students in 2016R is retained in 2018R also
7	Awareness of the facilities and environment of the department & college	Student	Induction Programme is introduced in 2018R

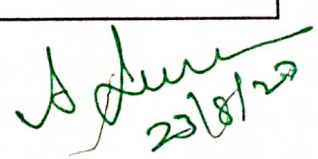
2018a R

S.No	Feedback Received	Feedback Received from	Action Taken
1	Require more employability skill based courses	Employer	Value added courses are introduced. The 2018a Regulation introduced Naan Muthalvan courses focusing on the nine thrust areas of AICTE
2	Need for more specialized professional elective courses	Student	Four verticals are introduced in 2018 a Regulation. Specialized electives and minor degree programme is introduced Honors / Minor degree introduced.
3	Interdisciplinary projects to improve professional learning skills	Student and Alumni	From 2021 admitted batch of students, the 2018 Regulation supports students to take up interdisciplinary projects across Departments



## 2022 R

S.No	Feedback Received	Feedback Received from	Action Taken
1	Change in course content of the course 22SPC408 Design and Analysis	Dr.K.Veningston, Alumni and member of BoS	The topic 'Randomization Techniques' of the course 22SPC408 Design and Analysis in 2022 Regulation is retained.
2	Need for a course in object oriented programming at the 2 <sup>nd</sup> year of UG programme	Student	Theory cum Practical course on 'Object Oriented Programming' is introduced in 2022 Regulation
3	Design and analysis of algorithm course content seems to be too heavy	Faculty	The syllabus is retained
4	Need for the course 'Theory of Computation' to prepare for competitive examinations	Student	, the course 22SPC513 Theory of Computation is retained in 2022 Regulation. The need for the topic 'mealy and moore machine' was identified by the students. The same was incorporated in the syllabus.
5	Inclusion of CDIO courses	Academic Peer	CDIO Courses introduced
6	Social activities to be imparted to students seamlessly integrated in their period of study	Alumni	(EPIC) Engineering Projects in Community Service is introduced
7	Requirement for the course Foundations of Data Science	Ms.Rekha, Walmart, Employer	The course on 22SPC303 Foundations of Data Science is introduced in 2022 Regulation

  
 Head of the Department

  
 23/8/22