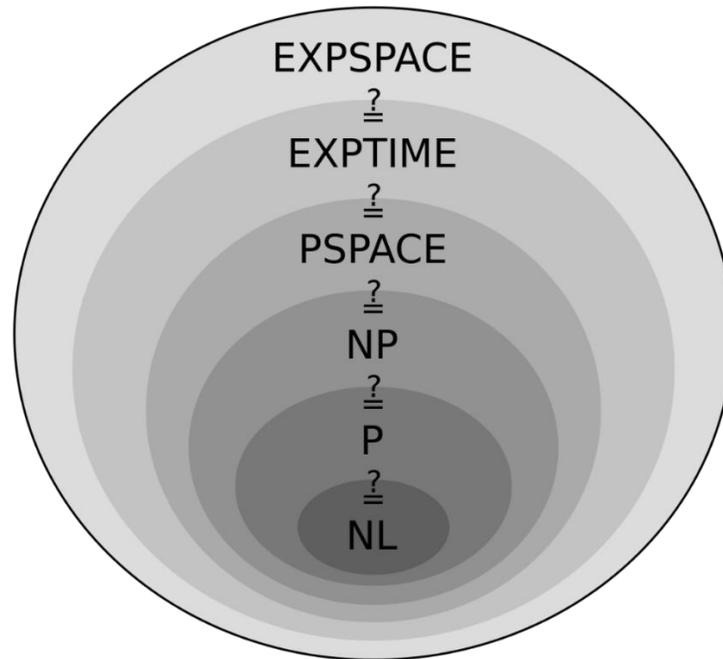


# PROGRAMME PROJECT REPORT

## Master's in Computer Science

(2 Year Programme in accordance with NEP-2020)



**School of Sciences**

**U. P. Rajarshi Tandon Open University,  
Prayagraj**

# Contents

1. Master's Degree Programme	
2. M.Sc.-Computer Science	
2.1 Programme's mission and objectives	
2.2 Relevance of the program with Mission and Goals	
2.3 Nature of prospective target group of learners	
2.4 Appropriateness of Programme to be conducted in ODL mode to acquire specific skills & competence	
2.5 Instructional Design	
2.6 Instructional Delivery Mechanism	
2.7 Procedure for admissions, curriculum transaction and evaluation	
2.8 Requirement of the laboratory support and Library Resources	
2.9 Cost estimate of the programme and the provisions	
2.10 Quality assurance mechanism and expected programme outcomes	
APPENDIX-I: Detailed Programme structure & syllabus	
APPENDIX-II: Guidelines for Research Project/Dissertation	

## 1. Master's Degree Programme

The National Education Policy (NEP) 2020 envisions a new vision that enable an individual to study one or more specialized areas of interest at a deep level and develop capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. The NEP 2020 focuses on the formulation of expected learning outcomes for all higher education programmes. It states that “National Higher Education Qualifications Framework (NHEQF)” shall be aligned with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education. It also points out that higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of Outcome Based Education (OBE).

The design of M.Sc.-Computer Science programme in line with NHEQF offers opportunities and avenues to learn core subjects but also to explore additional avenues of learning beyond the core subjects for holistic development of a learner.

The uniform grading system will also enable potential employers to assess the performance of the learner. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on learner's performance in examinations, guidelines framed by the UGC are followed. Hence, adoption of NHEQF helps to overcome the gap between university degree and employability by introducing skills and competencies in the graduates.

## 2. Master of Science in Computer Science Programme

The structure and duration of postgraduate programme of Master's in Computer Science in accordance with NEP 2020 includes multiple exit options within this period, with appropriate certifications:

- Level 8: a **Bachelor' Degree (Research)** for 4-year programme after completing 4th year of 4-year B.Sc. programme **OR PG Diploma in Computer Science** after completing 1st year (2 semesters) of study of M.Sc. programme.
- Level 9: a **Master of Science in Computer Science** programme after 2 years (4 semesters) of study.

### 2.1 Programme Mission & Objectives

In line with the mission of the University to provide flexible learning opportunities to all, particularly to those who could not join regular colleges or universities owing to social, economic and other constraints, the 2-year Post-Graduate Programme in Computer Science aims at providing holistic and value-based knowledge and guidance to promote scientific temper in everyday life. The program offers a platform to the learners to fulfill the eligible criteria in various scientific jobs in government and private sector.

The Master of Computer Science programme aims at the following objectives:

- Impart a sound understanding of the core concepts of Computer Science to science, engineering, or other numerate discipline students who have little formal training in computing.
- Inculcate importance of research & development for the welfare of society and understand the contemporary research issues in the different areas of computer science and carry out research in the specialized/emerging areas.

- Work in multidisciplinary and multicultural environment, become entrepreneur based upon societal needs, understanding of professional, social and ethical responsibilities.
- Provide strong core training so that graduates can adapt easily to changes and new demands from industry.
- Equip students with skills to enable them to visualize and to apply new computer technologies to real-world problems through the classroom and experiential learning.

These program objectives acknowledge the interdisciplinarity of computer science and the importance of building a strong foundation with our students.

## 2.2 Relevance of the Programme with Mission and Goals

The 2-year Post-Graduate Programme in M.Sc.-Computer Science is designed with the objective of equipping learners to cope with the emerging trends and challenges in the scientific domain. In congruence with goals of the University the Programme also focuses to provide skilled manpower to the society to meet global demands. The Programme is designed in such a manner that a successful learner can go for higher studies as well as join the software industry or can run their own start-ups.

## 2.3 Nature of Prospective Target Group of Learners

The Program is targeted to all individuals looking to earn a postgraduation degree for employment, further higher education, promotion in career, professional development.

## 2.4 Appropriateness of Programme to be conducted in ODL mode to acquire specific skills & competence

Learning outcomes after Level 8		
Learning Outcomes	Elements of the descriptor	Level 8 Bachelor' Degree (Research) OR PG Diploma in Computer Science
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/interdisciplinary context.</li> <li>• a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,</li> <li>• cognitive and technical skills relating to the established research methods and techniques,</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning,</li> <li>• apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.</li> </ul>

LO 4	Generic learning outcomes	<ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• communicate technical information and explanations, and the findings/results of the research studies relating to specialized fields of learning,</li> <li>• present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues.</li> <li>• pursue self-paced and self- directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue higher level of education and research.</li> <li>• problematize, synthesize and articulate issues and design research proposals,</li> <li>• define problems, formulate appropriate and relevant research questions,</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical, and moral values in one's life.</li> <li>• adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.</li> </ul>
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team.</li> <li>• exercising supervision in the context of work having unpredictable changes.</li> </ul>

<b>Learning outcomes after Level 9</b>		
<b>Learning Outcomes</b>	<b>Elements of the descriptor</b>	<b>Level 9 (Master's in Computer Science)</b>
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,</li> <li>• advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen fields of learning or professional practice,</li> <li>• procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching, and research and development.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning,</li> <li>• advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge,</li> <li>• specialized cognitive and technical skills relating to a body of knowledge and practice to analyse and synthesize complex information and problems.</li> </ul>

LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyse problems and issues, including real-life problems, associated with the chosen fields of learning.</li> </ul>
LO 4	Generic learning outcomes	<ul style="list-style-type: none"> <li>• listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences,</li> <li>• communicate, in a well-structured manner, technical information and explanations, and the findings/ results of the research studies undertaken in the chosen field of study,</li> <li>• meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice,</li> <li>• pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue higher level of education and research.</li> </ul>
LO 5	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>• embrace and practice constitutional, humanistic, ethical and moral values in one's life,</li> <li>• adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice,</li> <li>• participate in actions to address environmental protection and sustainable development issues,</li> </ul>
LO 6	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>• adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in employers' demands for skills, particularly with respect to transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.</li> <li>• exercising full personal responsibility for output of own work as well as for group/ team outputs and for managing work that are complex and unpredictable requiring new strategic approaches.</li> </ul>

## 2.5 Instructional Design

### 2.5.1 2-year M.Sc.-Computer Science Programme Structure

The University follows the credit system in all its programmes. One credit is equal to 30 hours of learner's study time which is equivalent to 15 lectures in conventional system. To earn a master's degree, a learner must earn 80 credits in a minimum of four semesters (two years) with 20 credits per semester. For earning 80 credits, a learner must go through the following Programme Structure:

**Programme Structure of M.Sc.-Computer Science under NHEQF**

Level	Year	Sem	Core Course 1	Core Course 2	Core Course 3	Research component	Practical Lab/ Dissertation with viva voce	Total credit
8	1	1 <sup>st</sup>	4	4	4	4	4	20
		2 <sup>nd</sup>	4	4	4	4	4	20
9	2	3 <sup>rd</sup>	4	4	4	4	4	20
		4 <sup>th</sup>	4	4	4	4	4	20
<b>Total credit</b>								<b>80</b>

### **Explanation of terms used for categorization of courses:**

- A. **Course 1 to 3:** A course, which should compulsorily be studied by a learner as a core requirement is termed as a Core course.
- B. **Research Component:** The components included in this category are Basics in Research (PGBR-01), Mini Project (PGMP-02), Basic Research Tools (PGRT-03).
- C. **Practical Lab:** Lab based on theory courses for implementing the algorithms discussed in theory papers.
- D. **Industrial Training/ Survey/ Research Project/ Field Work/Apprenticeship/ Dissertation/Internship:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a learner studies such a course on his own with an advisory support by a counsellor/faculty member. Currently, Dissertation is offered under code; **MCS121D**.

**2.5.2 Course curriculum:** The detail of syllabus is given in Appendix-I

**2.5.3 Language of Instruction:** English. However, learner can write assignment and give Term End Examination (TEE) either in Hindi or English.

#### **2.5.4 Duration of the Programme**

Minimum duration in years: 02

Maximum duration in years: 04

#### **2.5.5 Faculty & Support Staff**

Professor (1), Assistant Professor (4), and support staff (3)

### **2.6 Instructional Delivery Mechanisms**

The Open University system is more learner-oriented, and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication.

The University follows a multi-media approach to instruction. It comprises of:

- self-instructional printed material (Self Learning Material)
- audio and video lectures
- face-to-face counselling
- assignments
- laboratory work
- Project work in some courses
- teleconference/web conference
- Web Enabled Academic Support Portal
- e-GYANSANGAM (Open Educational Repository): [gyansangam.uprtou.ac.in](http://gyansangam.uprtou.ac.in)
- e-GYANARJAN: It is a Learning Management System based on Moodle ([gyanarjan.uprtou.ac.in](http://gyanarjan.uprtou.ac.in)) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

#### **2.6.1 Self-Learning Material**

The Self Learning Material (SLMs) are prepared in line with the UGC guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature.

The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have similar nature of

contents. The first page of each block indicates the numbers and titles of the units comprising the block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning-based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents.

Each unit has several “Check Your Progress” Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online web link for MOOCs/Open Educational Resources for additional reading are suggested.

### **2.6.2 Audio and Video lectures**

Apart from SLM, audio and video lectures have been prepared for some courses. The audio-video material is supplementary to print material. The video lectures are available at YouTube channel of university (<https://www.youtube.com/@uprtouonlinestudy5413>)

### **2.6.3 Counselling Classes**

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The timetable for counselling classes is displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, the learner must go through the course materials and note down the points to be discussed as it is not a regular class or lecture.

### **2.6.4 Assignments**

The purpose of assignments is to test the comprehension of the learning material that learner receives and help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of the university website. In any case, the learner must submit assignments before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examination (TEE). The marks obtained by the learner in the assignments will be counted in the result. Therefore, it is advised to take assignments seriously. However, there will be no written assignments for Lab courses.

### **2.6.5 Laboratory Work**

Laboratory courses are an integral component of the M.Sc. programme. While designing the curricula for laboratory courses, particular care has been taken to weed out experiments not significant to the present-day state of the discipline. Importance has been given to the utility of an experiment with respect to real life experience, development of experimental skills, and industrial applications. It is planned to phase the laboratory courses during suitable periods

(such as summer or autumn vacations) so that in-service persons can take them without difficulty. Laboratory courses worth 2 credits will require full-time presence of the student at the Study Centre for one week continuously. During this time a student has to work for around 60 hours. Around 40 hours would be spent on experimental work and the remaining time will be used for doing calculations, preparation of records, viewing or listening to the video/audio programmes.

#### **2.6.6 Teleconference/Web conference**

Teleconference/web conference, using done through ZOOM/webex in form of online special counselling sessions is another medium to impart instruction to and facilitate learning for a distance learner. The students concerned would be informed about the teleconferencing schedule and the place where it is to be conducted by sending bulk SMS.

#### **2.6.7 Web Enabled Academic Support Portal**

The University also provides Web Enabled Academic Support Portal to access the course materials, assignments, and other learning resources.

#### **2.6.8 e-GYANSANGAM**

The e-GYANSANGAM (UPRTOU-OER REPOSITORY) is an open access platform for educational resources that rely on the concept of 5Rs namely; Reuse, Revise, Remix, Retain and Redistribute. Uttar Pradesh Rajarshi Tandon Open University in support with Commonwealth Educational Media Centre for Asia initiated the implementation of philosophy behind the NEP-2020 to provide equitable use of technology to support learners (SDG4). This not only ensures inclusive and equitable quality education opportunities but also provides faculty to repurpose high quality open educational resources (OER) such that innovative, interactive and collaborative learning environment is built. UPRTOU believes the philosophy of Antyoday (reaching to last person of the society) and facilitate the learner by providing Self Learning Materials, Lecture Notes, Audio/video Lectures, Assignments, Course materials etc. through face-to-face mode as well as distance mode. This e-GYANSANGAM depository will fulfill the educational facilities through equitable use of technology to the learners.

#### **Objectives**

- To provide low-cost access model for learners. To foster the policy of reaching to unreached.
- To break down barriers of affordability and accessibility of educational resources.
- To give faculty the ability to customize course materials for learners.
- To provide equal access to affordable technical, vocational and higher education resources (SDG 4.3).
- To provide ubiquitous access to anyone. This will facilitate the quick availability of educational resources and reduce time.
- To supplement Self Learning Material (SLM).
- To reduce the mentor-mentee gap as depository provide access to a number of local access as well as global access to educational resources.

**2.6.9 e-GYANARJAN:** It's a Learning Management System based on Moodle ([gyanarjan.uprtou.ac.in](http://gyanarjan.uprtou.ac.in)) to aid the learner through web conferencing, sharing of learning resources, counselling classes etc.

#### **2.6.10 Learner Support Service Systems**

##### **(a) Study Centre**

A Study Centre has following major functions:

- (i) **Counselling:** Counselling is an important aspect of Open University System. Face to face contact-cum-counselling classes for the courses will be provided at the Study Centre. The detailed programme of the contact-cum-counselling sessions will be sent to the learner by the Coordinator of the Study Centre. In these sessions the learner will get an opportunity to discuss with the Counsellors his/her problems pertaining to the courses of study.
- (ii) **Evaluation of Assignments:** The evaluation of Tutor Marked Assignments (TMA) will be done by the Counsellors at the Study Centre. The evaluated assignments will be returned to the learner by the Coordinator of Study Centre with tutor comments and marks obtained in TMAs. These comments will help the learner in his/her studies.
- (iii) **Library:** Every Study Centre will have a library having relevant course materials, reference books suggested for supplementary reading prepared for the course(s).
- (iv) **Information and Advice:** The learner will be given relevant information about the courses offered by the University. Facilities are also provided to give him/her guidance in choosing courses.
- (v) **Interaction with fellow students:** In the Study Centre learners will have an opportunity to interact with fellow students. This may lead to the formation of self-help groups.

**(b) Learner Support Services (LSS)**

The University has formed an LSS cell at the head quarter. The LSS cell coordinates with the Study Centre to get rid of any problem faced by the learner.

**2.7 Procedure for admissions, curriculum transaction and evaluation**

**2.7.1 Admission Procedure**

- (a) Detailed information regarding admission will be given on the UPRTOU website and on the admission portal. Learners seeking admission shall apply online.
- (b) Direct admission to 2-year M.Sc. (Computer Science) program is offered to the interested candidates.
- (c) **Eligibility:** A candidate fulfills either criteria A or B described below:
  - A. Bachelor of Computer Applications / Bachelor of Engineering/ Bachelor of Technology.

**OR**

B. Bachelor of Science in Computer Science/Information Technology/ Statistics/Mathematics.

**2.7.2 Programme Fee:** Rs. 14000/- year. The fee is deposited through online admission portal only.

**2.7.3 Evaluation**

The evaluation consists of two components: (1) continuous evaluation through assignments, and (2) term-end examination. The learner must pass both in continuous evaluation as well as in the term-end examination of a course to earn the credits assigned to that course. For each course there shall be one written Terminal Examination. The evaluation of every course shall be in two parts, that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) Theory course	Max. Marks
Terminal Examination	70
Assignment	30
<b>Total</b>	<b>100</b>
(b) Practical course:	Max. Marks
Terminal Practical Examination	100

Marks of Terminal Practical Examination shall be awarded as per following scheme:

i.	Write up /theory work	30
ii.	Viva-voce	30
iii.	Execution/Performance/Demonstration	20
iv.	Lab Record	20

The following 10-Point Grading System for evaluating learners' achievement is used for CBCS programmes:

**10-Point Grading System in the light of UGC-CBCS Guidelines**

Letter Grade	Grade Point	% Range
O (Outstanding)	10	91-100
A+ (Excellent)	9	81-90
A (Very Good)	8	71-80
B+ (Good)	7	61-70
B (Above Average)	6	51-60
C (Average)	5	41-50
P (Pass)	4	36-40
NC (Not Completed)	0	0-35
Ab (Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	Not Qualified	

Learner is required to score at least a 'P' grade (36% marks) in both the continuous evaluation (assignments) as well as the term-end examination. In the overall computation also, learner must get at least a 'P' grade in each course to be eligible for the M. Sc. degree.

**Computation of CGPA and SGPA**

(a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester $SGPA (S_j) = \frac{\sum (C_i * G_i)}{\sum C_i}$	where, $C_i$ = number of credits of the $i$ th course in $j$ th semester $G_i$ = grade point scored by the learner in the $i$ th course in $j$ th semester.
$CGPA = \frac{\sum (C_j * S_j)}{\sum C_j}$	where, $S_j$ = SGPA of the $j$ th semester $C_j$ = total number of credits in the $j$ th semester

The CGPA and SGPA shall be rounded off up to the two decimal points. (For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it will be written as 7.24)

CGPA will be converted into percentage according to the following formula:

$$\text{Equivalent Percentage} = \text{CGPA} * 9.5$$

(b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1 <sup>st</sup> Division	6.31 or more and less than 10 CGPA
2 <sup>nd</sup> Division	4.73 or more and less than 6.31 CGPA
3 <sup>rd</sup> Division	3.78 or more and less than 4.73 CGPA

### 2.7.4 Multiple Entry and Multiple Exit options

The 2-year M.Sc. programme is an Outcome-Based Education (OBE) for qualifications of different types. The qualification types and examples of title/nomenclature for qualifications within each type are indicated in Table 1.

Level	Qualification title	Programme duration	Entry Option	Exit option
8	B.Sc. (Research) OR PG Diploma in Computer Science	First year (first two semesters) of the M.Sc. Computer Science programme	BCA/ BE/ B.Tech. OR BSc. CS/IT/ Statistics/Mathematics.	Awarded with Bachelor' Degree (Research) of 4 year OR Awarded with PG Diploma in Computer Science
9	Master's in Computer Science	Two years (four semesters) of the M.Sc. Computer Science programme	B.Sc. (Research) OR PG Diploma in Computer Science obtained after completing the first year (two semesters) of the M.Sc. programme	Awarded with Master's in Computer Science

### 2.8 Requirement of the laboratory support and Library Resources

The practical sessions are held in the science laboratories of the Study Centre. In these labs, the learner will have the facility to use the equipment and consumables relevant to the syllabus. The SLM, supplementary text audio and video material of the various courses of the program is available through the online study portal of the University. The University also has a subscription of National Digital Library to provide the learners with the ability to enhance access to information and knowledge of various courses of the programme.

### 2.9 Cost estimate of the programme and the provisions

2-year M.Sc. programme consists of 16 theory courses, 04 laboratory courses and 01 dissertation with vice-viva. Each course is of 4 credits which consists of approx. 12 units. The total approximated expenditure on the development of 16 courses is:

S. No.	Item	Cost per Unit (writing & editing)	Total cost (Rs.)
1	Total no. of units in 16 courses = 192	6500	1248000
2	BOS Meetings etc.	100000	100000
<b>Total</b>			<b>1348000</b>

### 2.10 Quality assurance mechanism and expected programme outcomes

(a) **Quality assurance mechanism:** The program structure is developed under the guidance of the Board of studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

- ✓ Annual academic audit
- ✓ Feedback analysis for quality improvement
- ✓ Regular faculty development programs
- ✓ Standardization of learning resources
- ✓ Periodic revision of program depending upon the changing trends by communicating to the concerned school

**(b) Expected programme outcomes (POs)**

<b>PO 1</b>	Analyze, design and develop new computer technologies to real-world problems.
<b>PO 2</b>	Work in multidisciplinary and multicultural environment or become an entrepreneur based upon societal needs.
<b>PO 3</b>	Develop programming, analytical and logical thinking abilities to learn new technology.
<b>PO 4</b>	Pursue careers in IT industry/ consultancy/ research and development, teaching and allied areas related to computer science.

Programme:	<b>Master of Science [M.Sc.-Computer Science]</b>	
Year	First Introduction year: 2002	
<b>Revision of Programme in accordance with NEP-2020</b>		
	Initiation year of revision	2022
	Completion year of revision	2023