

Annexure – V



DEPARTMENT OF TRAINING & PLACEMENTS

Date: 08.04.2025

Minutes of Board of Studies Meeting

Board of Studies (BoS) meeting of B.Tech., Pre semester and QALR during III-I and III-II courses was conducted on 07.04.2025 in blended mode from 10.30 AM to 1.00 PM at Dean T&P office, A Block, ground floor, VFSTR and virtual meeting mean link:

<https://us02web.zoom.us/j/6400485257?pwd=jN9EMqLRUorw6gcZ3T5gmA-QP1BvNQ>).

Agenda of the BoS Meeting:

1. Review of course structure of the QA&LR offered in the Pre-semester and III-I
2. Courses syllabus Review and Finalization
3. Discussion on L-T- P-C structure of the courses
4. Any other points with the permission of the chair

The following members were present either thorough offline or online.

S.No.	Name and Designation of the Member	Position	Signature
1.	Dr. D. Vijay Krishna Professor & Dean of T & P, Department of T&P, VFSTR.	Chairperson	
2.	Prof. R. Subramanian, Professor, Department of Computer Science, Pondicherry University	External Member (Academic)	Online
3.	Mr. Avinash Raman, HR – SAP, Hyderabad	External Member (Industry)	Online
4.	Mr. J. Naresh, Assistant Professor, Department of T&P, VFSTR	Internal Member	
5.	Mr. Sk. Chand Basha, Trainer, Department of T&P, VFSTR	Internal Member	
6.	Mr. G. Kiran Kumar, Trainer, Department of T&P, VFSTR.	Internal Member	
7.	Dr. D. Yakobu, Associate Professor & Head – Training, Department of T&P, VFSTR	Member Secretary	

Chairperson Dr. Vijay Krishna, Professor & Dean of T & P, Department of T&P, VFSTR initiated the meeting by welcoming and introducing the external members, invitees to the internal members.

Dr. D. Yakobu, Associate Professor & Head - Training, Department of T&P, VFSTR presented program curriculum along with course content to the board.

The following points were discussed in the BoS meeting:

1. Regulation R25-C25.
2. Curriculum structure with credits, credits distribution (L-T-P-SL) of all Pre Semester courses and QA&LR course during III-I & III-II was reviewed
3. Significance of self-learning (SL)
4. 2 Modules are planned for Pre semester course and QA&LR during III-I, III-II – syllabus is planned for, Module-1 is with 2 units and Module-2 is with 3 units as per level of the courses.
5. Assessment methods (Formative & Summative).
6. Grading Schemes.
7. SDG Mapping is discussed and mapped with SDG -4.
8. Consideration of new program outcomes (POs) as prescribed by the NBA
9. Discussed on the significance of introducing the Pre-semester course and discussed the Surprise Preliminary Assessment to segregate the students into three courses viz. Introduction to QA&LR, Foundation to Intermediate QA&LR and Advanced QA&LR, based on their performance in the assessment.
10. Reviewed the syllabus of each of the three courses.
11. Discussed on changes made in QA&LR course during III – I & III-II
12. Discussion of expected outcomes of each course.

The following are the observations:

1. R25-C25 curriculum structure has been discussed and attached in **Appendix – I**.
2. The curriculum is encompassing the courses that enable employability or entrepreneurship or skill development, provided in **Appendix - II**.
3. Total average percentage of syllabus revised was **10%** compared to previous curriculum provided in **Appendix - III**.
4. Since Pre semester course is completely a new course proposed, the course is considered as new courses provided in **Appendix - IV**.
5. The courses in the curricula are mapped with the **Sustainable Development Goals (SDG)** and the mapping details are provided in **Appendix - VI**.
6. The Board approved the operational guidelines for the QA&LR Pre-Semester course. The structure and syllabus for the three levels of QA&LR curriculum Introduction to QA&LR, Foundation to Intermediate QA&LR, and Advanced QA&LR were reviewed and accepted.
7. It was resolved to conduct a Surprise Preliminary Assessment prior to the commencement of the first semester and the expected outcomes for all three QA&LR courses were discussed and resolved to be clearly defined and documented.

The following recommendations and approvals are made after the discussion:

1. Considering Prof. R. Subramanian's suggestion, if it is possible- we are requesting the Dean, AAA to change the terms from "Low", "Medium", or "High" level to "Beginners", "Intermediate" and "Advanced"
2. Modifications in the QA&LR course syllabus during the III-I semester were reviewed and approved. **The L-T-P-C structure was reviewed and it is suggested that, weekly instructional hours to be revised from 2 hours per week (contact hours 32) to 3 hours per week (contact hours 48), thus allowing a total of 48 hours across the 16-week academic calendar, to ensure adequate topic coverage**

There being no further points for discussion, the Chairperson thanks all the external, internal, invited members and announced that the meeting was concluded.



Member Secretary

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APPENDIX I

Pre semester Course: Curriculum Structure

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Contact Hours	Course Offered By
1.		Introduction to QA&LR	0	5	0	0	1		30 Hours	T&P
2.		Foundation to Intermediate QA&LR	0	5	0	0	1		30 Hours	T&P
3.		Advanced QA&LR	0	5	0	0	1		30 Hours	T&P

L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits

QALR for 3rd year: Curriculum Structure

III-I & III-II

S. No.	Course Code	Course Title	L	T	P	SL	C	Remarks	Contact hours	Course Offered By
1.	22TP302	Quantitative Aptitude & Logical Reasoning	0	2	0	0	1		32 Hours	T&P

L=Lecture; T= Tutorial; P= Practical; SL= Self Learning; C=Credits

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APPENDIX II

List of Courses that Enables Employability or Entrepreneurship or Skill Development

S. No.	Course Code	Course Title	Year of Introduction	Employability / Entrepreneurship / Skill development
1	22TP302	Quantitative Aptitude & Logical Reasoning	2025	<p>Employability: Quantitative Aptitude (QA) and Logical Reasoning (LR) training directly enhances employability by equipping students with skills that are highly sought after by employers. These include strong problem-solving abilities, analytical thinking, and the capacity to make data-driven decisions. Since most competitive job recruitment processes, including campus placements, often include aptitude and reasoning tests, mastering QA & LR helps students clear these hurdles and improve their chances of securing job offers. Additionally, the problem-solving and critical thinking skills gained during training are applicable across a wide range of industries, from finance to technology, making students more competitive candidates in a variety of job markets.</p> <p>Skill Development: QA & LR training significantly contributes to skill development by honing cognitive abilities like critical thinking, logical analysis, and numerical competence. These skills are crucial for many job roles, particularly in fields that require data analysis, strategic planning, and decision-making. The training develops the ability to break down complex problems into manageable steps, improving both problem-solving efficiency and accuracy. Moreover, it fosters adaptability and continuous learning, as students become more comfortable with abstract thinking and logical deduction. As a result, students develop a versatile skill set that can be applied across multiple industries, boosting their professional growth and long-term career success.</p>
2		Introduction to QA&LR	2025	
3		Foundation to Intermediate QA&LR	2025	
4		Advanced QA&LR	2025	


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APPENDIX III

Comparison of Course Contents between R25-C25 and R22-C22/C24 Curriculums

S. No.	Course Code	Course Title	% of Changes	Justification for the changes
1.	22TP302	Quantitative Aptitude & Logical Reasoning	10%	<ul style="list-style-type: none"> • Partnership & Data Interpretation topics are added. Partnership is crucial in the Quants syllabus because it teaches practical problem-solving skills related to business finance, helping students understand profit-sharing, investments, and financial agreements, which are common in real-world scenarios. • Data Interpretation is essential because it enhances analytical thinking, enabling students to efficiently process and draw conclusions from large sets of data, a skill widely applicable in exams, competitive tests, and real-world decision-making. • Averages & Mixtures and Problems on Ages topics are removed. To cover the syllabus in the mentioned number of hours, the above two topics are removed and these will be covered during Summer CRT and Company Specific trainings. In Logical Reasoning <ul style="list-style-type: none"> • Odd man out is removed as the same concept is been discussed in Number series & Letter series.


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APPENDIX IV

List of New Courses in the R25-C25 Curriculum

S. No.	Course Code	Course Title	% of Change	Justification for the Changes(common for all three courses)
1.		Introduction to QA&LR	100%	At Vignan University, we train 3 rd year students in Quantitative Aptitude and Logical Reasoning (QA&LR) as part of their campus recruitment preparation. However, it has been observed that many students lack the fundamental concepts and struggle with the basics of QA&LR. To bridge this gap early on, the academic management has initiated a Pre-Semester QA&LR Course for upcoming first-year students.
2.		Foundation to Intermediate QA&LR	100%	
3.		Advanced QA&LR	100%	


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APPENDIX VI

I. Details of SDG Mapped Courses in R25-C25 Curriculum

Course Type	Total number of Courses	Number of Courses Mapped with SDGs	Percentage
Humanities	4	4	100%
Total	4	4	-

II. List of R25-C25 Courses Mapped with SDGs along with Justification

S. No.	Course Code	Course Title	Type of course	SDGs covered	Justification
1.		QA&LR	Humanities	4	QA&LR (Quantitative Aptitude and Logical Reasoning) training directly supports SDG 4: Quality Education by enhancing students' problem-solving, critical thinking, and analytical skills, which are essential for their academic and professional success. This training fosters lifelong learning by equipping students with transferable skills that improve their adaptability and employability. It ensures inclusive and equitable education by helping students from diverse backgrounds develop competencies crucial for campus placement aptitude tests, thus increasing their access to better job opportunities. Additionally, QALR training aligns with SDG 4's goal of making education relevant to students' future careers, preparing them for the challenges of the modern workforce and promoting skills development for sustainable economic growth.
2.		Introduction to QA&LR	Humanities	4	
3.		Foundation to Intermediate QA&LR	Humanities	4	
4.		Advanced QA&LR	Humanities	4	

III. Mapping of R25-C25 Courses with individual SDGs

SDG No.	SDG Name	No. of courses mapped	Percentage of courses mapped
4	Quality Education	4	100%


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APPENDIX VII

Action Taken Report (ATR) on the suggestions given in earlier BoS meetings

S.No.	Action Point	Response
1.	Pre semester courses should be added in the curriculum	The BoS members unanimously accepted the course to be added in the curriculum
2.	Considering Prof. R. Subramanian's suggestion, if it is possible- we are requesting the Dean, AAA to change the terms from "Low", "Medium", or "High" level to "Beginners", "Intermediate" and "Advanced"	The internal members agreed to make this modification with the acceptance of Dean AAA
3.	Modifications in the QA&LR course syllabus during the III-I semester were reviewed and approved. The L-T-P-SL-C structure was reviewed and it is suggested that, weekly instructional hours to be revised from 2 hours per week (contact hours 32) to 3 hours per week (contact hours 48), thus allowing a total of 48 hours across the 16-week academic calendar, to ensure adequate topic coverage	The internal members accept to this suggestion to requesting the Dean AAA to make it to 3 hours per week instead of 2 hours.


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