VIGNAN'S
FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH
(Deemed to be University) - Estd. u/s 3 of UGC Act 1956

DEPARTMENT OF MATHEMATICS AND STATISTICS

SCHOOL OF APPLIED SCIENCES AND HUMANITIES

Date: 10.09.2025

Minutes of DAAC Meeting

The Department of Mathematics and Statistics conducted the **Department Academic Advisory Committee (DAAC)** meeting for the B.Tech. programmes (Mathematics and Statistics courses) and B.Sc. programmes (R22) on **10.09.2025**, from **10:00 AM onwards** at the HoD Cabin, Third Floor, A Block, VFSTR, under the chairmanship of the Head of the Department of Mathematics and Statistics.

The following members attended the meeting:

S.No	Name of the Member	Designation	Committee Role	Signature
1	Dr. N. Seshagiri Rao	Professor	Chair Person	
2	Dr. P.L.N. Varma	Professor	Member	
3	Dr. P. Kalpana	Associate Professor	Member	
4	Dr. P. Sudam Sekhar	Associate Professor	Member	
5	Dr. G. Srinivasa Rao	Associate Professor	Member	
6	Dr. P. Radhakrishna Kishore	Assistant Professor	Member	
7	Dr. D. Ravi Kiran	Assistant Professor	Member	
8	Dr. Sumanjit Sarkar	Assistant Professor	Member	
9	Dr. K. Kalyani	Assistant Professor	Member	
10	Dr. U.V. Manoj Kumar	Assistant Professor	Member	
11	Dr. S. Vinoth	Assistant Professor	Convener	

Agenda of the Meeting

1. To analyze stakeholder feedback and review the modifications made to existing stakeholder feedback questionnaires.
2. To review the R22 curriculum of B.Sc. programmes and discuss the proposed R25 framework as per UGC guidelines.
3. To review the assessment pattern for both B.Tech and B.Sc. programmes.
4. To review implementation of remedial classes for **I B.Tech slow learners**.
5. To review the status of **completed academic support classes for II B.Tech** students.
6. To analyze CGPA distribution and academic performance trends for B.Tech and B.Sc. students.

Discussion and Key Points:

- **Stakeholder Feedback Review:** Feedback from Alumni, Employers, Faculty, Parents, and Students was analyzed, and the committee approved the updated stakeholder feedback questionnaires for improved clarity and data quality.
- **Review of R22 & Discussion of R25 for B.Sc.:** The existing R22 curriculum was reviewed and the committee recommended aligning the new R25 structure with UGC 2022 guidelines, emphasizing flexibility, skill-based learning, and computational components.
- **Assessment Pattern Review:** The committee reviewed formative and summative assessment patterns and recommended maintaining balanced Bloom's Taxonomy levels and strengthening theory–lab alignment for both programmes.
- **Remedial Classes for I B.Tech:** The committee reviewed the conduct of remedial sessions for I B.Tech slow learners and recommended continuing weekly remedial classes with focused module-based tracking.
- **CGPA and Academic Performance Trends:** CGPA distributions and performance trends were analyzed; the committee recommended strengthening continuous assessment, developing larger question banks, and improving computational lab access for B.Sc. students.

Resolutions

- **Stakeholder Feedback Review:** Feedback from Alumni, Employers, Faculty, Parents, and Students was analyzed, and the committee approved the updated stakeholder feedback questionnaires for improved clarity and data quality.
- **Review of R22 & Discussion of R25 for B.Sc.:** The existing R22 curriculum was reviewed and the committee recommended aligning the new R25 structure with UGC 2022 guidelines, emphasizing flexibility, skill-based learning, and computational components.
- **Assessment Pattern Review:** The committee reviewed formative and summative assessment patterns and recommended maintaining balanced Bloom's Taxonomy levels and strengthening theory–lab alignment for both programmes.
- **Remedial Classes for I B.Tech:** The committee reviewed the conduct of remedial sessions for I B.Tech slow learners and recommended continuing weekly remedial classes with focused module-based tracking.
- **CGPA and Academic Performance Trends:** CGPA distributions and performance trends were analyzed; the committee recommended strengthening continuous assessment, developing larger question banks, and improving computational lab access for B.Sc. students.

The detailed stakeholder feedback summary is appended as Annexure-I. The evaluation rubrics, DAAC recommendations, and slow learners' support plans are appended as Annexure-II, Annexure-III, and Annexure-IV, respectively. The recommendations of the DAAC will be formally submitted to the Board of Studies (BoS) for further consideration and implementation.

Dr. N. Seshagiri Rao
Chair Person, DAAC
Department of Mathematics & Statistics

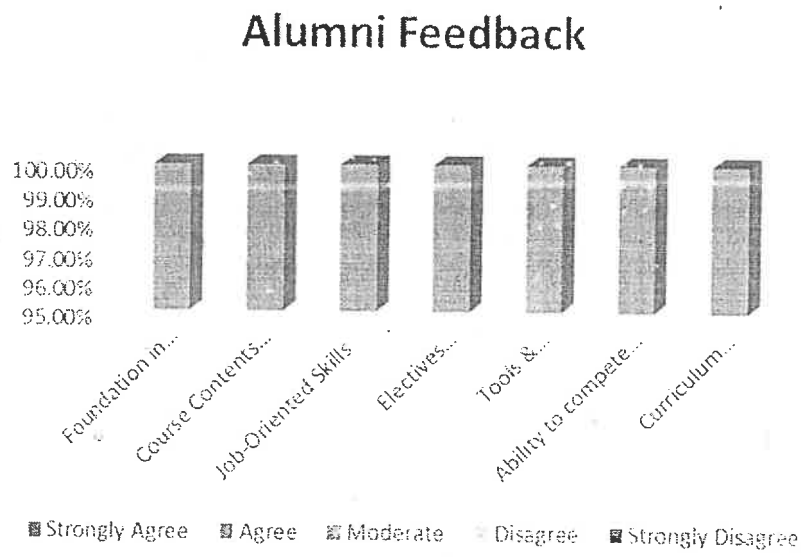
HEAD
Department of Mathematics and Statistics
School of Applied Sciences and Humanities

Annexure I

Alumni Feedback Summary

The alumni strongly appreciated the curriculum, reporting a high level of satisfaction with its alignment to industry standards and program outcomes.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Foundation in Basic Engineering Concepts	97.9%	1.9%	0%	0%	0%
Course Contents aligned with Program Outcomes	98.9%	1.1%	0%	0%	0%
Job-Oriented Skills	96.9%	2.1%	1%	0%	0%
Electives addressed industry needs	96.9%	2.1%	1%	0%	0%
Tools & Technologies improved problem-solving skills	96.9%	1.1%	1%	0%	0%
Ability to compete with peers from other universities	97.9%	1.1%	0.9%	0%	0%
Curriculum superiority over previous curriculum	97.9%	1.1%	1%	0%	0%



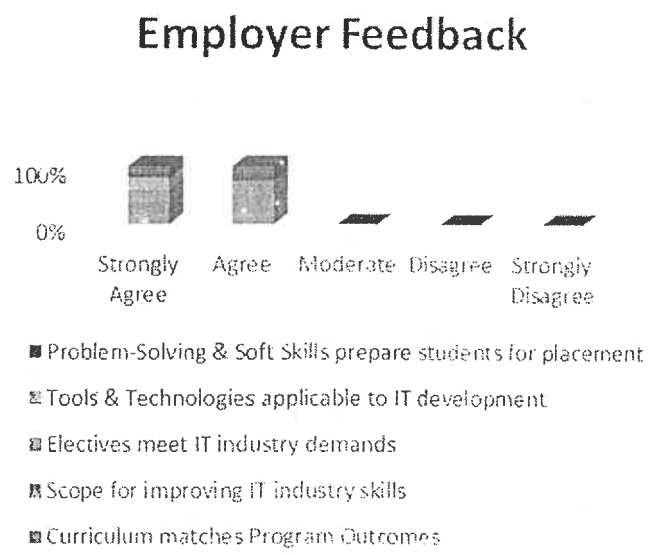
Average Rating (on a scale of 5):
All questions received ratings between 4.895 to 5.0, grading as Excellent.

Suggestions: None provided.

Employer Feedback Summary

Employers provided highly positive feedback, acknowledging the curriculum's alignment with industry demands and its effectiveness in developing student competencies.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum matches Program Outcomes	87.5%	12.5%	0%	0%	0%
Scope for improving IT industry skills	100%	0%	0%	0%	0%
Electives meet IT industry demands	93.8%	6.3%	0%	0%	0%
Tools & Technologies applicable to IT development	100%	0%	0%	0%	0%
Problem-Solving & Soft Skills prepare students for placement	93.8%	6.3%	0%	0%	0%



Average Rating:
Ratings ranged between 4.875 to 5.0, all graded Excellent.

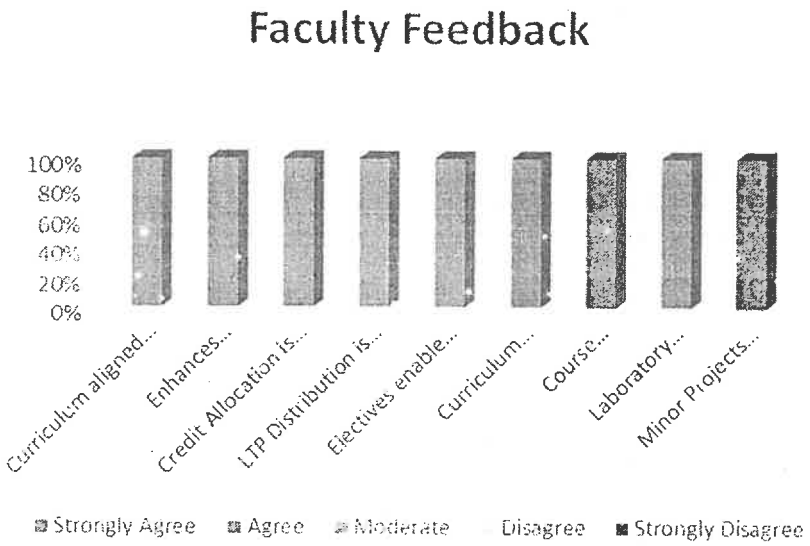
Suggestions: None provided.

Faculty Feedback Summary

Faculty feedback reflected a balanced view, appreciating curriculum structure while suggesting minor improvements.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum aligned with Program Outcomes	25%	50%	25%	0%	0%
Enhances Problem-Solving & Core Skills	62.5%	25%	12.5%	0%	0%

Credit Allocation is Satisfactory	62.5%	25%	12.5%	0%	0%
LTP Distribution is Justifiable	37.5%	50%	12.5%	0%	0%
Electives enable learning in emerging technologies	75%	12.5%	12.5%	0%	0%
Curriculum supports Self-learning	75%	12.5%	12.5%	0%	0%
Course Composition (Science, Engineering, Humanities)	75%	12.5%	12.5%	0%	0%
Laboratory sessions improve technical skills	62.5%	25%	12.5%	0%	0%
Minor Projects enhance leadership and technical competency	62.5%	25%	12.5%	0%	0%



Average Rating:
Ranged between 4.25 to 4.75, all rated Excellent.

Suggestions:

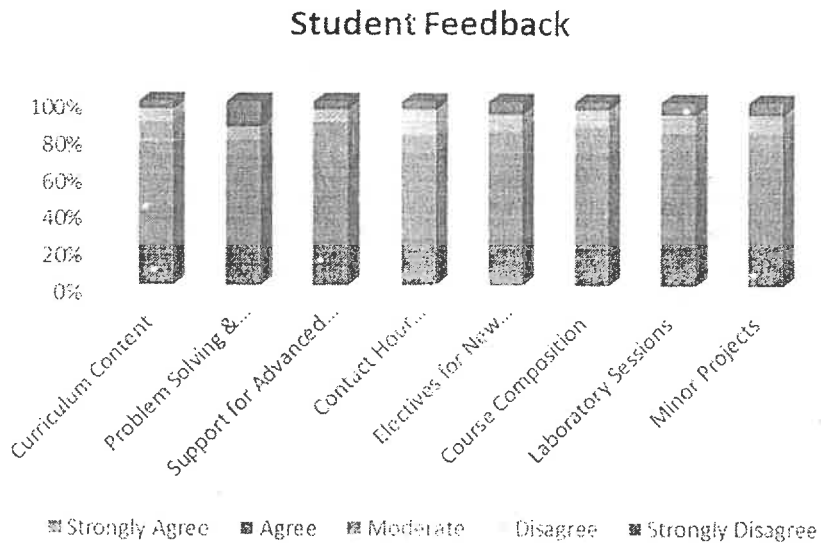
- Include internships.

Student Feedback Summary

Students expressed a generally positive but slightly more critical view, suggesting infrastructural and pedagogical enhancements.

Feedback Area	Strongly Agree	Agree	Moderate	Disagree	Strongly Disagree
Curriculum Content	51.2%	25.6%	11.6%	7%	4.5%
Problem Solving & Core Competencies	51.2%	18.6%	9.3%	7%	14%

Support for Advanced and Slow Learners	51.2%	16.3%	20.9%	7%	4.5%
Contact Hour Distribution	53.5%	18.6%	9.3%	14%	4.5%
Electives for New Technologies	60.5%	11.6%	11.6%	9.3%	7%
Course Composition	58.1%	14%	14%	9.3%	4.5%
Laboratory Sessions	55.8%	18.6%	9.3%	9.3%	7%
Minor Projects	55.8%	18.6%	9.3%	9.3%	7%



Average Rating:
Ranged between 3.817 to 4.019, with most rated Very Good, and some Excellent.

Students expressed a generally positive view of the curriculum and academic experience, with a slightly more critical tone in certain areas, indicating the need for infrastructural and pedagogical enhancements. The majority of responses fell under "Strongly Agree" and "Agree", especially in areas like Curriculum Content, Electives for New Technologies, and Minor Projects. However, a small percentage of students selected "Strongly Disagree" across various categories.

Reason Behind "Strongly Disagree" Responses

The primary reason identified for the "Strongly Disagree" responses is that some students were not fully aware of the facilities and support systems already available to them. This includes resources for advanced and slow learners, elective options, and structured lab sessions.

Suggestions:

- Improve smart board and computer training facilities.
- Add practical and industry-aligned B.Sc. courses.
- Clearly define learning outcomes.
- Provide more lab facilities and hands-on practice.
- Improve the timetable with better free class slots.
- Focus more on placements and practical exposure.

Annexure II
Evaluation Rubrics for Academic Targets

Target	Evaluation Component	Total Marks	Scaled value
1	The Pre Target 1 Written Exam will be evaluated for a total of 10 marks. This exam is designed to assess the student's familiarity with the subject through questions that are closely aligned with the module question bank. The focus is on recognizing patterns, understanding key concepts, and applying known solutions, helping students reinforce foundational knowledge. The Target 1 Written Exam will be evaluated for a total of 20 marks, divided into two parts. Part A (10 marks) will consist of questions that are similar to those in the module question bank, testing the student's ability to apply learned concepts in a familiar format. Part B (10 marks) will include surprise questions within the syllabus, aimed at evaluating the student's deeper understanding, critical thinking, and ability to apply knowledge to new or slightly altered scenarios.	30	10
2	This section will be evaluated for a total of 5 marks. Worked Out of Extension Problem (1 mark) will assess whether the student has attempted and correctly solved an additional or advanced problem beyond the standard assignment. Explanation (1 mark) will evaluate the clarity and depth with which the student explains their approach and reasoning. Finally, 3 Question Answer Reply (3 marks) will be based on the student's ability to confidently and accurately respond to three questions posed by the faculty, demonstrating understanding and clarity in communication.	2x5=10	10
3	The Presentation Skills component will be evaluated for a total of 5 marks, focusing on both individual and group performance. The Overall PPT Look (2 marks) will be assessed commonly for all batch members, based on the visual appeal, consistency, and clarity of the slides. Individual presentation skills will be evaluated as follows: Audibility (1 mark) will assess whether the presenter speaks clearly and loudly enough to be heard; Looking at the Audience (1 mark) will evaluate the presenter's engagement and eye contact during the presentation; and Answering Faculty Questions (1 mark) will judge the student's ability to respond confidently and accurately to questions posed by the faculty.	5	5
	The IEEE Document section will be evaluated for a total of 5 marks, based on three key components. First, Template Followed (2 marks) will assess whether the student has correctly used the official IEEE format, including proper headings, font styles, spacing, and citation style. Second, Application (1 mark) will evaluate how effectively the IEEE format is applied to present the core idea or technical content. Lastly, Case Study (2 marks) will be judged based on the relevance, clarity, and depth of the case study included in the document, ensuring it aligns with IEEE standards and supports the main topic.	5	5

4	The Online Objective Exam consists of 20 multiple-choice questions, each carrying 0.5 marks, for a total of 10 marks. All questions are compulsory. The exam is designed to assess the student's understanding of key concepts through direct and focused questions. Accuracy is essential, as there is no partial marking. Students are encouraged to read each question carefully before selecting the most appropriate answer.	10	10
5	The assignment will be evaluated out of 20 marks based on five key areas. First, understanding of the topic will be assessed for up to 5 marks, looking at how clearly and accurately the student explains the subject. Second, content quality will carry 5 marks, focusing on the correctness and relevance of the information provided. Third, presentation will be worth 4 marks, considering neatness, organization, and clarity. Fourth, originality will be given 3 marks, rewarding students who use their own ideas and avoid copying. Lastly, effort will be judged for 3 marks, recognizing the time and judged for 3 marks, recognizing the time and care put into completing the work.	4x20=80	20
	TOTAL	**80**	**60**

Annexure III
DAAC Recommendation on Formative Question Paper Standard and CO–PO Attainment Target Fixing

In line with the **Continuous Quality Improvement (CQI)** process and based on academic performance trends, structured student feedback, and the revised guidelines of **Outcome Based Education (OBE)**, the **Department Academic Assessment Committee (DAAC)** recommends the following framework. The objectives are to:

- Ensure balanced distribution across cognitive levels (Bloom's Taxonomy),
- Guarantee comprehensive CO coverage across assessments,
- Establish realistic attainment thresholds, and
- Define systematic corrective actions for continuous improvement.

The recommendations are organized into three components, as summarized in **Table 1, Table 2, and Table 3.**

1. Formative Assessment Question Paper Standards

Criteria	Recommendation
Cognitive Level Balance (Bloom's Taxonomy)	20–30%: Remembering & Understanding 40–50%: Applying & Analyzing 20–30%: Evaluating & Creating
Coverage of COs	All COs must be evaluated at least once across assessments Each CO tested through appropriate Bloom's levels
Difficulty Level Calibration	30% Easy (direct concept-based) 50% Moderate (application/derivation-based) 20% Difficult (analytical, case-study, open-ended)
Question Paper Review	• Internal review before release • Check alignment with COs & syllabus • Ensure reasonable difficulty & solvability • Clear instructions & rubrics included

2. CO–PO Attainment and Target Fixing

Component	Tools Used	Weightage (%)	Max. Marks	Target Criteria	Attainment Levels
Formative Assessment (40%)	Module-1 & 2 Assessments (Tools 1–6)	40%	Tool-1 & 4 → 30 marks (Target: 40%) Tool-2 & 5 → 10 marks (Target: 50%) Tool-3 & 6 → 20 marks (Target: 40%)	Consolidated threshold across all formative tools	**Level 3:** ≥60% **Level 2:** <60% & ≥50% **Level 1:** <50%
Summative Assessment (50%)	End Examination (Tool-7)	50%	60 marks	Threshold: 60%	**Level 3:** ≥50% **Level 2:** <50% & ≥40% **Level 1:** <40%

Course End Survey (10%)	Feedback from students on COs	10%	–	≥70% positive response	Binary scale (Achieved / Not Achieved)
Overall CO–PO Attainment	Weighted Average of Formative, Summative, and Survey	100%	–	Final Benchmark: **2.2 (out of 3)**	Target considered achieved if ≥2.2

3. Recommendations for Future Improvement

Focus Area	Recommendation
Question Bank	Develop a well-structured repository of questions categorized by COs, Bloom's Taxonomy levels (L1–L5), and difficulty levels to ensure balanced coverage in both formative and summative assessments.
Student Feedback	Collect structured student feedback at the end of each module and course, and integrate insights to refine teaching strategies and assessment design.
Data-Driven Review	Periodically review attainment data and rubrics; re-calibrate target thresholds based on academic performance trends, student cohort strength, and institutional benchmarks.
CQI Loop	Strengthen the Continuous Quality Improvement (CQI) process by systematically linking assessment data → identification of gaps → corrective actions (tutorials, remedial classes, redesigned assessments) → re-assessment.

Annexure-IV

Rubrics and Class Plan for Slow Learners

Objective

To provide a structured framework for supporting slow, average, and advanced learners, focusing on Module 1 formative assessments to enhance academic and professional readiness, with slow learners expected to improve in Module 2.

Rubrics for Learners

Identification and Mark Thresholds

The table below outlines criteria and mark thresholds for Module 1 formative assessments (total 60 marks):

Learner Category	Module 1 Formative Marks (out of 60) Total of Targets 1–5	Module 2 Target Marks(Minimum)
Slow Learners	40% (24/60 marks)	60% (36/60 marks)
Average Learners	25–45 marks	70% (42/60 marks)
Advanced Learners	46–60 marks	-

Course Plan for Slow Learners

- **Targeted Support for Module 1:** A timetable will be planned for dedicated evening classes (5 days/week) focusing on Module 1, specifically addressing the average attainment of 24/60 marks across Targets 1-5.
- **Integrated Peer Learning:** Peer groups, comprising advanced learners guiding slow learners, will be integrated into already existing transaction hours to enhance understanding and engagement.