

**Government College Autonomous, Rajahmundry**  
**Department of Computer Science**  
**Board of Studies for the Postgraduate Programs**  
**Academic Year 2025-2026**

**Minutes and Resolutions of the Meeting**

**Chairperson:** Dr. Suneel Kumar Duvvuri, Head of the Department of Computer Science

**Members Present:**

1. Dr. D. Latha – Associate Professor, Department of Computer Science and Engineering, Adikavi Nannaya University, Rajahmahendravaram – **University Nominee**
2. Sri G. Vijayadeep – Lecturer, Department of Computer Science, SRR & CVR Govt. College (A), Vijayawada – **Subject Expert**
3. Sri Kavuri Sridhar – Assistant Professor, Department of Computer Computer Science, PB Siddhardha College of Arts & Science, Vijayawada – **Subject Expert**
4. Sri Maddikonda Satya Sai Srinivasa Kishore – Cloud Analyst, WIPRO Pvt. Ltd – **Industrial Expert**
5. Smt U. Sandhya Rani – Lecturer, Department of Computer Science– **Faculty Member**
6. Sri Devaraju Hanumanthu – Lecturer, Department of Computer Science– **Faculty Member**
7. Sri P. Narasinga Rao – Lecturer, Department of Computer Science– **Faculty Member**
8. Sri D. Seetha Ramulu – Lecturer, Department of Computer Science– **Faculty Member**
9. Ms. S. Jaya Lakshmi – Lecturer, Department of Computer Science– **Faculty Member**
10. Smt Ch. Sujatha – Lecturer, Department of Computer Science– **Faculty Member**
11. Smt B. Bala Parameswari – Lecturer, Department of Computer Science– **Faculty Member**
12. Sri P. Bharat Kumar – Java Developer, WIPRO Pvt Ltd. – **Alumnus**

The members of the Board of Studies of Post Graduate Program convened on 15 September 2025 at the Department of Computer Science & Applications under the Chairmanship of Suneel Kumar Duvvuri, Lecturer In-charge. The meeting commenced promptly at 02:00 PM, with the primary purpose of addressing the various items listed on the agenda for discussion.

1. Curriculum Structure for PG Program in Computer Science (effective from 2025-26).
2. Approval of Revised PG Curriculum and Syllabus for the Academic Year 2025-26 (with major and minor revisions).
3. Formulation and Approval of Course Objectives and Course Learning Outcomes (CLOs).

4. Approval of Semester-wise Curriculum (I–II Semesters) for PG Programs effective from 2025–26.
5. Approval of Semester-wise Curriculum (III Semester) for PG Programs effective from 2024–25.
6. Integration of Lateral Entry Framework for students from Four-Year UG programs into the Second Year of PG.
7. Introduction of Skill Enhancement Elective Courses (SEECs), Online Transdisciplinary Open Courses (OTOCs), and Online Skill Enhancement Courses (OSECs).
8. Approval of Research/Project/Dissertation Component in the final semester for experiential and research-based learning.
9. Pedagogical Approaches and Skill Orientation with emphasis on blended learning, project-based learning, research-based learning, and ICT-enabled teaching.
10. Model Question Papers and Identification of Paper Setters.
11. Academic and Research Activities of the Department planned for the Academic Year 2025-26.
12. Any Other Items with the Permission of the Chair.

At the beginning of the meeting, **Dr. Suneel Kumar Duvvuri, Chairman of the Board**, extended a warm welcome to all members and expressed his gratitude for their presence. He took a moment to introduce each member, creating a friendly and collaborative atmosphere for the discussions ahead.

In his opening remarks, Dr. Suneel Kuamr Duvvuri spoke about the Postgraduate programs in Computer Science offered by the Department and underlined the importance of the current round of curriculum revisions. He emphasized that these changes are being made in line with the National Education Policy (NEP-2020) and the reform measures put forward by the Government of Andhra Pradesh, Andhra Pradesh State Council of Higher Education (APSCHE). He reminded the members that the PG framework, approved in 2024-25 and adopted by Adikavi Nannaya University, Rajahmahendravaram, is built to give students multiple entry points into higher studies. In this system:

- Students who complete three years of the UG program (under the exit option) can pursue a two-year PG program, while

- Students who complete the four-year UG program introduced in 2020–21 are allowed lateral entry into the second year of PG, providing them with an accelerated and integrated path forward.

With this context, Dr. Suneel Kumar placed before the Board the **Draft PG Board of Studies (BoS) document for 2025-26**, and invited members to share their insights and suggestions on the proposed syllabus and agenda items.

### Agenda 1: Curriculum Structure for PG Program in Computer Science (effective from 2025-26).

#### Discussion:

The Chairman initiated the discussion by emphasizing the need for revising the PG curriculum framework in alignment with the recent reforms made at the UG level. He strongly supported the proposed curriculum, highlighting that it ensures a balanced mix of core, skill-oriented, and open online courses, along with experiential learning through project work.

The proposed credit distribution was presented as follows:

Component	Distribution	Credits
Core Courses	9 Courses × 4 Credits	36
Skill Oriented Elective Courses	6 Courses × 4 Credits	24
Open Online Transdisciplinary Courses (MOOCs at least with 8 Weeks)	2 Courses × 2 Credits	4
Open Online Skill Development Courses (MOOCs with Minimum 16 Weeks)	2 Courses × 4 Credits	8
Indian Knowledge Systems	2 Courses (Audit Only)	-
Project Work	-	12
<b>Total</b>	-	<b>84</b>

Subject expert G. Vijaydeep raised concerns regarding lateral entry into the II year of the PG program for students coming from 4-year UG programs. In response, the Chairman assured

that the proposed curriculum framework has been carefully structured considering this scenario. He explained that the lateral entry provision will be permitted only if at least 12 students opt for it; otherwise, it will not be viable due to the restructured course design.

Another subject expert, K. Sridhar, inquired whether the lateral entry provision has been implemented so far. The Chairman replied that the 4-year UG program was introduced in 2020 and that lateral entry students may join from the ensuing academic year, subject to the minimum number criterion for viability.(at least 12 students).

The Chairman then elaborated on the curriculum highlights, explaining the importance of:

- Core and Skill-Oriented Courses: These courses build a strong foundational knowledge and practical skills in Computer Science.
- Mandatory Online Open Transdisciplinary Courses and Skill-Based Online Courses: These MOOCs (SWAYAM, NPTEL, Udemy, etc.) provide students with additional skill sets and interdisciplinary knowledge.
- Project Work: Emphasized as a platform for experiential learning, application of theoretical knowledge, and research exposure.

All members appreciated the comprehensive structure, particularly the inclusion of MOOCs, skill-oriented electives, and project-based learning, recognizing that it will enhance employability and holistic learning.

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**Resolution:**

The Board approved the revised curriculum structure for the PG Program in Computer Science, effective from the Academic Year 2025-26, with the following key points:

1. The credit distribution for core, elective, online courses, and project work will be implemented as proposed.
2. Lateral entry into the II year of the PG program will be allowed only if a minimum of 12 students opt for it.
3. Mandatory MOOCs (Transdisciplinary) and skill development online courses will be integrated to promote interdisciplinary learning and experiential skill enhancement.
4. Project work will serve as a key component for practical exposure and application-oriented learning.

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Agenda 2: Approval of Revised PG Curriculum and Syllabus for the Academic Year 2025-26

(with major and minor revisions).

**Discussion:**

The Chairman presented the detailed syllabus for all semesters (I to IV) of the PG Program in Computer Science, highlighting both major and minor revisions incorporated into the courses. These revisions were made based on the feedback received from various stakeholders during the previous academic year, including students, faculty, and industry experts. The Chairman explained the rationale behind each revision, emphasizing that the changes aim to:

- Align the curriculum with current industry and research trends.
- Enhance practical exposure and skill development for students.
- Incorporate emerging topics and interdisciplinary elements where necessary.

A thorough discussion followed, where members examined the proposed revisions, clarified doubts, and appreciated the systematic approach adopted for curriculum updates. Members recognized that the justifications provided were comprehensive and aligned with academic and industry requirements.

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**Resolution:**

5. After detailed deliberation, the Board unanimously approved the revised PG curriculum and syllabus for the Academic Year 2025-26, including all major and minor revisions as presented. The revisions will be implemented for I to IV Semester students from the upcoming academic session.
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Agenda 3: Formulation and Approval of Course Objectives and Course Learning Outcomes (CLOs).

**Discussion:**

The Chairman, Dr. Suneel Kumar Duvvuri, during the presentation of the detailed syllabus, emphasized that each course has been systematically designed with clearly defined Course Objectives and Course Learning Outcomes (CLOs) to ensure measurable student learning aligned with program goals. He explained that the CLOs have been developed in accordance with Bloom's Taxonomy, focusing on the cognitive levels of learning such as remembering, understanding, applying, analyzing, evaluating, and creating. Each CLO is mapped to the Program Learning Outcomes (PLOs) and corresponding Performance Indicators (PIs) to facilitate structured assessment and attainment analysis.

Further, the Chairman demonstrated how question papers are designed keeping in mind the CLO-PLO alignment, enabling the calculation of CLO attainment levels at the end of each course.

He presented model question papers for Semester I and II courses and elaborated on the concept document developed by the Academic Cell of the College, which provides detailed guidelines for CLO-PLO mapping and attainment evaluation.

A detailed discussion followed.

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**Resolution:**

6. The Board of Studies examined and approved the formulation of Course Objectives and Course Learning Outcomes (CLOs) for all courses under the revised curriculum, designed in line with Bloom's Taxonomy and Outcome-Based Education (OBE) principles.
  7. The Board appreciated the systematic CLO-PLO-PI mapping framework, the integration of attainment measurement through model question papers, and the initiative of the department in adopting academic best practices to enhance quality and accountability in learning outcomes.
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Agenda 4: Approval of Semester-wise Curriculum (I-II Semesters) for PG Programs effective from 2025-26.

**Discussion:**

The Chairman presented the proposed semester-wise curriculum for I and II Semesters of the PG Program in Computer Science, effective from the Academic Year 2025-26.

The University nominee, Dr. D. Latha, inquired specifically about the revisions made to the course MFCS (Mathematical Foundations for Computer Science) compared to the previous year. In response, the Chairman explained that MFCS had been completely restructured to match PG-level standards. Essential mathematics relevant to Data Science and Machine Learning were added, while outdated elementary topics present in the previous curriculum were removed.

Subject expert G. Vijaydeep expressed agreement with the restructuring and noted that the changes were appropriate, considering that the last semester is primarily dedicated to project work and skill-based online MOOCs. He further suggested that it would be pedagogically better to introduce Python and Essential Mathematics for Machine Learning in Semester I, while Machine Learning concepts could be offered in Semester II.

The Board also discussed all other changes, including shuffling of courses and major/minor revisions in detail, and considered their impact on the overall curriculum flow. Members appreciated the thoughtful restructuring and alignment with current academic and industry

trends.

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**Resolution:**

8. After detailed deliberation, the Board unanimously approved the semester-wise curriculum for I and II Semesters, including all course restructuring, shuffling, and major/minor revisions as presented, effective from the Academic Year 2025–26. The curriculum will ensure a strong foundation in essential mathematics and programming, preparing students for advanced courses and project work in later semesters.

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Agenda 5: Approval of Semester-wise Curriculum (III Semester) for PG Programs effective from 2024–25.

**Discussion:**

The Chairman presented the proposed Semester III curriculum for the existing batch of PG students, highlighting the course structure, credit distribution, and alignment with ongoing projects and skill-based learning initiatives.

The members carefully reviewed the Semester III curriculum and discussed its relevance to both academic progression and project work. They verified the courses, ensuring that the curriculum maintains a balance between theoretical knowledge, practical applications, and experiential learning. The discussions confirmed that the curriculum aligns with the learning outcomes expected from PG students entering the third semester.

**Resolution:**

The Board approved the Semester III curriculum for the existing batch of PG students, effective from the Academic Year 2024–25, as presented by the Chairman. The curriculum will continue to facilitate advanced learning and project-oriented skill development.

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**Resolution:**

9. The Board approved the Semester III curriculum for the existing batch of PG students, effective from the Academic Year 2024–25, as presented by the Chairman. The curriculum will continue to facilitate advanced learning and project-oriented skill development.

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Agenda 6: Integration of Lateral Entry Framework for students from Four-Year UG programs into the Second Year of PG.

**Discussion:**

The Chairman initiated the discussion on the lateral entry framework for students completing four-year UG programs who wish to join the second year of the PG Program in Computer Science. He explained that the framework has been carefully structured to ensure a smooth academic transition while maintaining the integrity and standards of the PG curriculum.

The Chairman highlighted that lateral entry would be permitted only if a minimum of 12 students opt for it; otherwise, it would not be viable due to the restructured course design. He also mentioned that the 4-year UG program was introduced in 2020, and students from this program may seek lateral entry in the ensuing academic years.

The members discussed the eligibility criteria, academic preparedness, and curriculum alignment for lateral entry students. It was noted that appropriate bridging courses or orientation sessions could be provided if necessary, to ensure that lateral entry students can cope with the advanced PG coursework.

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**Resolution:**

10. The Board approved the integration of the lateral entry framework for students from four-year UG programs into the second year of the PG Program, with the following conditions:

- Lateral entry will be allowed only if a minimum of 12 students opt for it.
- The lateral entry students will follow the restructured PG curriculum starting from the second year.
- Necessary bridging or orientation sessions will be provided, if required, to ensure smooth academic transition.

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**Agenda 7: Introduction of Skill Enhancement Elective Courses (SEECs), Online Transdisciplinary Open Courses (OTOCs), and Online Skill Enhancement Courses (OSECs).****Discussion:**

The Chairman briefed the Board on the introduction of Skill Enhancement Elective Courses (SEECs), Online Transdisciplinary Open Courses (OTOCs), and Online Skill Enhancement Courses (OSECs) as part of the revised PG framework.

He explained that the Students must complete 2 OOTC courses (4 credits total, 2 credits

each) offered through MOOCs platforms. These courses will be of 8 weeks duration, where 4 weeks of certified online learning equals 1 credit. Students are also required to complete one Online Skill Enhancement Course (OSEC) of 32 weeks duration, carrying 8 credits, during the IV Semester. This course may be completed through platforms such as SWAYAM–NPTEL or Coursera.

These online courses are mandatory and must be completed within the two-year duration of the program, irrespective of semester boundaries within the framework.

Subject expert G. Vijaydeep raised a query regarding the synchronization of MOOCs timelines with the academic semester schedule. The Chairman clarified that MOOCs follow national academic calendars and may not perfectly match university semesters; therefore, the framework has allowed students to complete these online courses anywhere within the two-year PG program duration, ensuring flexibility while maintaining academic rigor.

University Nominee Dr. D. Latha and Industrial Expert Mr. Kishore expressed concerns about the financial burden these MOOCs might impose on students. Responding to this, the Chairman informed the Board that the college has already passed a resolution to reimburse the MOOC examination fee, following due procedures, through the SPOC and the concerned HoD, thereby ensuring that students are financially supported and encouraged to take up these certified online courses.

The Board appreciated the clarity, flexibility, and student-support mechanisms built into the proposal.

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**Resolution:**

11. After thorough discussion, the Board approved the introduction of SEECs, OOTCs, and OSECs into the PG curriculum with the following provisions:
  - a. Students must complete 2 OOTC courses (2 credits each, 8-week duration), totaling 4 credits.
  - b. Students must complete one 32-week Online Skill Enhancement Course (8 credits) through SWAYAM–NPTEL or Coursera, preferably in the IV Semester.
  - c. Completion of these MOOCs is mandatory within the two-year duration of the PG program, irrespective of semester alignment.
  - d. The college will reimburse MOOC examination fees as per institutional

procedures, through the SPOC and HoD, to reduce financial burden on students.

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**Agenda 8: Approval of Research/Project/Dissertation Component in the final semester for experiential and research-based learning.**

**Discussion:**

The Chairman briefed the Board on the structure of the Project Dissertation component in the final semester of the M.Sc. Computer Science program. He explained that previously, the dissertation was offered alongside three core courses, but under the new framework, the entire final semester is exclusively dedicated to the Project, accompanied by a 32-week Skill Enhancement MOOC.

The Chairman elaborated on the existing evaluation mechanism:

- Total Marks: 200
- Internal Evaluation: 100 Marks (by Project Mentor)
- Out of the 100 internal marks, 50 marks are exclusively allotted for publication of the student's work in a peer-reviewed journal.
- External Evaluation: 100 Marks, evaluated by an external examiner appointed by the Controller of Examinations.
- If a student fails to publish the work, evaluation is carried out for only 150 marks, reducing the maximum score.

The Chairman sought the opinion of the Board on whether publication should be made mandatory, and requested members to discuss the advantages and challenges.

Subject Expert K. Sridhar expressed that unless the publication requirement is made mandatory, students may not take it seriously. He strongly recommended making publication compulsory, as it enhances academic rigor and research exposure.

Regarding publication timelines and practicality, University Nominee Dr. D. Latha suggested allowing students to publish in any peer-reviewed journal instead of restricting them to Q1-Q4 indexed journals. She noted that this approach would provide students with meaningful publication experience while reducing time constraints and financial burden.

Subject Expert G. Vijaydeep supported the suggestion and agreed that permitting publications in any peer-reviewed journal is reasonable and student-friendly.

Following a detailed discussion on quality, feasibility, and timelines, the Board acknowledged

that publication significantly enhances research skills, writing ability, and academic visibility of students. Members concluded that making publication mandatory would strengthen research culture in the department.

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**Resolution:**

12. The Board unanimously approved the proposal to make publication of the Project Dissertation mandatory for all final-semester PG students, with the following guidelines:
    - a. Each student must publish the dissertation work in a peer-reviewed journal (not restricted to Q1-Q4 journals) as part of the mandatory requirement.
    - b. Evaluation will continue to follow the existing scheme of 200 marks, with 50 internal marks allotted exclusively for publication.
    - c. Students who fail to publish will be evaluated only for 150 marks, as per current practice.
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Agenda 9: Pedagogical Approaches and Skill Orientation with emphasis on blended learning, project-based learning, research-based learning, and ICT-enabled teaching.

**Discussion:**

The Chairman Dr. Suneel Kumar Duvvuri, initiated the discussion by highlighting the need to strengthen and modernize teaching-learning practices within the PG program. He emphasized that evolving academic and industry expectations require a balanced integration of theoretical knowledge, practical skills, research aptitude, and technology-enabled learning.

The Chairman outlined the current pedagogical methods adopted by the department, including-Blended Learning: combining traditional classroom instruction with digital and online resources, Project-Based Learning: integrated across semesters to encourage innovation, problem-solving, and hands-on application, Research-Based Learning: particularly reinforced by the mandatory dissertation and publication component, ICT-Enabled Teaching: where faculty already use tools such as MOOCs, Learning Management Systems (LMS), virtual labs, coding platforms, and online assessments.

He also noted that the department has been consistently using SWAYAM-NPTEL, Udemy

(free courses), and other MOOC resources as part of regular academic delivery and assignments. The introduction of Open Online Transdisciplinary Courses (OOTCs) and Online Skill Enhancement Courses (OSECs) from the new framework further strengthens the ICT and skill orientation.

Members appreciated the direction taken by the department and agreed that these pedagogical approaches will enhance student engagement, improve learning outcomes, and prepare students to meet industry expectations with stronger conceptual, practical, and research competencies.

Subject experts acknowledged that such pedagogical integration is essential for transforming PG students into industry-ready professionals and young researchers capable of handling real-world challenges.

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**Resolution:**

13. After detailed discussions, the Board resolved to: Continue and strengthen blended learning approaches, integrating offline teaching with structured online resources.
  - a. Enhance project-based and research-based learning, ensuring every semester includes applied components and experiential tasks.
  - b. Promote ICT-enabled pedagogy, encouraging faculty to adopt LMS platforms, virtual labs, online tools, and MOOCs.
  - c. Utilize mandatory OOTCs and OSECs as part of structured skill enhancement and interdisciplinary exposure.
  - d. Ensure that pedagogical innovations remain aligned with curriculum revisions, industry needs, and university guidelines.

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Agenda 10: Pedagogical Approaches and Skill Orientation with emphasis on blended learning, project-based learning, research-based learning, and ICT-enabled teaching.

**Discussion:**

The Chairman presented the agenda regarding the preparation of Model Question Papers for all courses under the revised PG curriculum and the identification of qualified paper setters for upcoming examinations.

He explained that with the introduction of new and revised syllabi from the Academic Year 2025–26, it is essential to prepare model question papers that reflect, the revised course objectives and learning outcomes, the updated structure of units and modules, the balance

between analytical, conceptual, and application-oriented questions.

The Chairman informed the Board that draft model question papers had been prepared by the respective course faculty based on the revised syllabi. Members reviewed the structure and agreed that the proposed patterns maintain academic rigor and ensure fair assessment of student competencies.

Regarding identification of paper setters, the Chairman suggested shortlisting experienced faculty from reputed universities and institutions with relevant specialization. The University Nominee and external subject experts emphasized the importance of selecting paper setters with strong subject expertise, prior experience, and adherence to confidentiality and ethical examination norms.

Members also discussed the need to ensure diversity in the pool of paper setters to maintain quality and avoid repetition of the same experts year after year. It was also noted that the Controller of Examinations (CoE) will appoint paper setters from the recommended panel as per university procedures.

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**Resolution:**

14. The Board resolved to approve the model question papers prepared for all PG courses under the revised curriculum, subject to minor refinements suggested during the meeting.
15. It is resolved to approve the panel of qualified paper setters from universities, colleges, and research institutions, ensuring appropriate specialization and experience.
16. It is resolved to ensure that model question papers and panel lists are updated periodically in alignment with curriculum revisions and assessment reforms.

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Suneel Kumar Duvvuri  
Chairman-BoS  
Postgraduate Programs  
Department of Computer Science  
Government College (Autonomous),  
Rajahmundry

The following Members Attended the Meeting on 15 September 2025

S.No.	Name	Designation	Signature
1	Dr. D. Latha	University Nominee	D. dall 15/9/25
2	Sri G. Vijayadeep	Subject Expert	Vijayadeep
3	Sri Kavuri Sridhar	Subject Expert	Kavuri Sridhar
4	Sri Maddikonda Satya Sai Srinivasa Kishore	Industrial Expert	M. S. S. Kishore
5	Smt U Sandhya Rani	Faculty Member	Sandhya Rani
6	Sri. Devaraju Hanumanthu	Faculty Member	H. Devaraju
7	Sri. P. Narasinga Rao	Faculty Member	P. Narasinga Rao
8	Sri. D. Seetha Ramulu	Faculty Member	D. Seetha Ramulu
9	Ms. S.Jaya Lakshmi	Faculty Member	S. J. Lakshmi
10	Smt Ch.Sujatha	Faculty Member	Ch. Sujatha
11	Smt B.BalaParameswari	Faculty Member	B. BalaParameswari
12	Sri P. Bharat Kumar	Alumnus	P. Bharat Kumar

*Suneel*  
Suneel Kumar Duvvuri

Chairman-Board of Studies  
Department of Computer Science