UNIVERSITY OF MYSORE

(Re-accredited by NAAC with 3.47 CGPA of 4.0 Scale)
(NIRF-2020 Ranked 27 in University Category & 47 in Overall Category)

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Notification
Subject: GUIDELINES ON PROGRAMME PROJECT REPORT (PPR)

I. Overview

1 A Programme Project Report (PPR) of a Higher Educational Institution is a document prepared to introduce a new programme, which includes details of:

(a) programme objectives and outcomes;

(b) nature of target group of learners;

(c) appropriateness of the programme with quality assurance for acquiring specific skills;

(d) programme content designing and developing;

(e) cost estimates for development of the programme; and

(f) admission, delivery and evaluation norms.

2 The Programme Project Report is a self-disclosure by the Institution about launching the programme in the Open and Distance Learning mode and/or Online mode. The Institution has to define specific aims and objectives for each of the academic programmes which will give the direction to launch a programme and will allow to focus on results. At the end, these aims and objectives will help to demonstrate what has been achieved. The programme shall be planned with clear deliverables and knowledge experiences to be gained.

II. Contents of Programme Project Report (PPR):

Programme Project Report is required to be prepared before introducing any new programme duly approved by its highest academic authority. The Programme Project Report shall contain the following contents, namely:

(i) **Programme's mission and objectives:** The Higher Educational Institution shall define the mission statement and objectives for the programme to be launched, which shall reflect the strategic direction and the academic goals of the Higher Educational Institution. Those shall be aligned with industrial or learners' demand, and shall be defined in such a manner that they are appropriate to be achieved.

(ii) **Relevance of the program with HEI's Mission and Goals:** The Higher Educational Institution shall plan for such a programme to be offered through the Open and Distance Learning Mode and/or Online Mode that is relevant to the Higher Educational Institution's mission and goals. Therefore, it is very much important that the programme to be offered through Open and Distance Learning Mode and/or Online Mode should be aligned with Higher Educational Institution's mission and goal and will prove as major contributing factor in its achievement.

(iii) **Nature of prospective target group of learners**: The Higher Educational Institution shall identify the target group of learners. It is required to understand their learning needs and on its basis the curriculum should be aimed. The Higher Educational Institution should also consider diverse class of learners including a class having of low level of disposable income, rural

dwellers, women, unskilled men, minorities etc.

(iv) **Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:** The Higher Educational Institution shall clearly identify the learning out comes for the programme which shall cover the specific skills and competence to be acquired by the learner. The programme should be aimed appropriately to those learning outcomes. The learning outcomes shall include the development of knowledge and understanding appropriate to the area of study and these should also reflect academic, professional and occupational standards of that field. The learning outcomes should incorporate generic transferable skills and competencies.

(v) **Instructional Design:** Instructional Design includes Curriculum design, detailed syllabi, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media– print, audio or video, online, computer aided, and student support service systems. The Higher Educational Institution shall define the instructional design for each of the academic programmes to be offered through the Open and Distance Learning Mode and/or Online Mode and shall map the credit hours for each course or module of the programme.

(vi) **Procedure for admissions, curriculum transaction and evaluation:** The Higher Educational Institution shall define the admission policy for the programme with minimum eligibility and fee structure. The information related to financial assistance, if any, should be included in the policy. The Higher Educational Institution shall notify the policy of programme delivery along with the details of methods and web-based tools to be adopted. The Higher Educational Institution shall notify the activity planner including all the academic activities to be carried out by the Higher Educational Institution during the academic session. Further, the Higher Educational Institution shall also notify policy for evaluation of learner progress along with methods and tools.

(vii) **Requirement of the laboratory support and Library Resources:** There may be programmes having practical component in syllabus. The Higher Educational Institution shall give clear guidelines about the laboratory support to the learners to perform the practical prescribed in the programme. There shall be provision of a practical book for the learners.

(viii) **Cost estimate of the programme and the provisions:** The cost estimate shall indicate the amount assigned for programme development, delivery and maintenance.

(ix) **Quality assurance mechanism and expected programme outcomes:** The Higher Educational Institution shall define the review mechanism for programme and continuously enhance the standards of curriculum, instructional design relevant to professional requirements of the area of study. There should be course benchmark statements. The Higher Educational Institution shall also devise the mechanism for monitoring effectiveness of the programme being offered in Open and Distance Learning mode and/or Online mode.

Kind regards,

Yours faithfully

REGISTRAR

Registrar
University of Mysore
Mysuru

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Notification of Guidelines

Subject:LEARNING MATERIAL IN MULTIPLE MEDIA AND CURRICULUM AND PEDAGOGY

E-Learning Materials Quality Standard:

The online courses comply with the following Quality standards, namely:-

1. The courses follow the following four-quadrant approach:
   a) **Quadrant-I is e-Tutorial; which contains;** Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.
   b) **Quadrant-II is e-Content; which contains;** Self-instructional material (digital Self Learning Material), e-Books, illustrations, case studies, presentations, etc, and also contain Web Resources such as further references, Related Links, Open source Content on the Internet, Video, Case Studies, books including e-books, research papers, and journals, Anecdotal information, Historical development of the subject, Articles, etc.
   c) **Quadrant-III is the Discussion forum** for raising doubts and clarifying the same on a real-time basis by the Course Coordinator or his team.
   d) **Quadrant-IV is Assessment, which contains;** Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics, and setting up the FAQs, Clarifications on general misconceptions.

2. The courses are rich in innovative presentation techniques to ensure that learner attention is retained.

3. The Course Coordinator ensures that none of the graphics, animations, images, sound clips, video clips used are plagiarized or cited without formal permission from owners.

4. A four-credit course typically has 20 hours of video content and 20 hours of reading material.

5. For Quadrant III for every 250 learners registered for a program one Mentor is being appointed per course to facilitate the Course Coordinator. The Mentor is the subject matter expert and is adept in handling technology. The Course Coordinators and Mentors participate actively in the Discussion Forum. Apart from discussion forums, other interactive platforms like web conferencing are also considered.

Table 1: Norms for offering Degree programs through Open and Distance Learning mode and/or Online mode, based on a credit system

S.No.	Level of the Programme	Duration of the Programme	Credits
1.	Bachelor's Degree, Bachelor's Degree (Honours)	As per UGC Notification on Specification of Degree, 2014	As per UGC guidelines
2.	Master's Degree	As per UGC Notification on Specification of Degree, 2014	As per UGC guidelines
3.	Post Graduate Diploma	2 years	80

Table 2: Norms for the delivery of courses through open and distance mode

S. No.	Credit Value of the course	Size of SLMs Range (in terms of units, to be divided into blocks)	No. of Assignments	Practical Sessions	No. of Counseling Sessions Theory (10 percent of the total study Hours)	Study hours of Learner
1.	2 Credits	6-10 units	1	60 hours	6 hours	60 hours
2.	4 Credits	14-20 units	2	120 hours	12 hours	120 hours
3.	6 Credits	20-28 units	3	180 hours	18 hours	180 hours
4.	8 Credits	30-34 units	4	240 hours	24 hours	240 hours

Table 3: Norms for Delivery of Courses in Online Mode

S. No.	Credit Value of the course	No. of Weeks	No. of Interactive Sessions	Hours of Study Material	Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)

			Synchronous Online Counseling/ Webinars/ Interactive Live Lectures Discussion Forum/ asynchronous Mentoring (2 hours per week) e-Tutorial in hours (1 hour per week)	Discussion Forum/ asynchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
2.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
3.	6 Credits	14 weeks	14 hours	28 hours	30	30	66	180
4.	8 Credits	16 weeks	16 hours	32 hours	40	40	88	240

Kind regards

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