

Dr B R AMBEDKAR OPEN UNIVERSITY
Hyderabad, Telangana
Programme Project Report – PPR

Name of the Faculty/Department: Faculty of Social Sciences

Name of the Programme: M.A., Economics

| S.No. | Parameters | Details |
|-------|--|---|
| a. | Programmes mission & objectives: (its alignment with industrial/ learner demands) | <p>Mission:</p> <p>The Philosophy and Mission of the department of Economics is</p> <ol style="list-style-type: none"> 1. Providing a foundation in economic application, concepts and Decision- Making skills. 2. Providing students with appropriate analytical skills in subject concerned to lay the foundation for lifelong learning. 3. Capacity Building to make the students competitive in economics 4. Using emerging technologies and methods for effective program delivery. <p>Objectives:</p> <ol style="list-style-type: none"> 1. The goal of this course at the detailed analysis and research on the topic with an aim to explore some latest and sustainable solutions for the well-being of our economy. 2. In the degree course candidates are provided with a holistic view of the subject in a gradual and progressive manner so, as to allow them the time to understand the key concepts. 3. Successful completion in this course degree holder can find job in various fields such as jobs in teaching and research, in roles such as Consultants, Research Assistant, Analyst, Lecturer, etc. |
| b. | Relevance of program with DrBRAOU's Mission & Goals: | Access to relevant quality education for diverse section of society with a focus on deprived sections particularly to the disadvantaged sections. The Programme enhances employability and critical thinking. |
| c. | Nature of prospective target group of learners: 1. Specify the target group: 2. Needs of the target group: | <p>Graduates in any discipline.</p> <ol style="list-style-type: none"> 1. Those who are working persons and house wives interested in pursuing higher studies. Mostly working people, self-employed, housewives, other adults. 2. To enhances the required skills for better opportunities. |


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| <p>d.</p> | <p>Appropriateness of program to be conducted in Open & Distance Learning (ODL) mode to acquire specific skills & competencies: Specify the expected learning outcomes in terms of:</p> <ol style="list-style-type: none"> 1. Learning outcomes: 2. Knowledge attainment: 3. Transferable Skills and Competencies: 4. Reflection of academic, professional and occupational standards: | <ol style="list-style-type: none"> 1. By using the basic economic theories to make predictions and to analyze alternative economic policy options; The ability to engage in and understand moral reasoning with respect to economic issues by recognizing the implicit value conflicts present in all economic policy debates; The ability to engage in critical thinking as a part of the analysis of economic problems and ability to engage in problem solving using basic economic theories. 2. The ability to engage in critical thinking 3. Ability to train the youngsters and rural masses in economic aspects. 4. It improves the employability of targeted group and helps in pursuing higher education. |
| <p>e.</p> | <p>Instructional Design :</p> <ol style="list-style-type: none"> 1. Curriculum design (<i>Outcome of Expert Committee meeting; Programme Structure: specify the theory, practical, fieldwork, project, etc components</i>): 2. Total Credit hours (<i>including course wise</i>): 3. Detailed syllabi: 4. Duration of the programme (<i>Minimum & Maximum</i>): 5. Medium of instruction: 6. Type of programme | <p>The University has adopted a multiple-media approach for imparting instruction to its learners for its various programmes of study. The University follows the Systems approach to instructional design. The programme was designed after undertaking need analysis; identifying and defining the target group; selection of appropriate media; course design and development; pilot testing and launch of the programme; and periodic revision. The self-instructional format is used for developing Self Learning Material (SLM) in print and multiple media. Print is the predominant mode of instruction supplemented with audio and video programmes; face-to-face counselling sessions; interactive radio counselling (IRC) (GyanVani); educational TV broadcasts (Gyan Darshan) and web-based counselling (Gyan Dhara).</p> <p>Year Wise</p> <p>Enclosed</p> <p>2 to 6 Years</p> <p>Telugu</p> <p>General</p> |

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| | <p>(General/ Professional):</p> <p>7. Faculty and Support staff:</p> <p>8. Instructional design & delivery mechanism(<i>Media to be used -print, audio, video, online, computer aided, web based, etc. (course wise)</i>):</p> <p>9. Student Support Service system (<i>Specify the provisions to be made at HQs, Regional Centres, Learner Support Centres and Web based, etc</i>):</p> | <p>1.Dr K Krishna Reddy Associate Professor 2.Dr S Radha Krishna Adjunct Professor</p> <p>The University has adopted a multiple-media approach for imparting instruction to its learners for its various programmes of study. The University follows the Systems approach to instructional design. The programme was designed after undertaking need analysis; identifying and defining the target group; selection of appropriate media; course design and development; pilot testing and launch of the programme; and periodic revision. The self-instructional format is used for developing Self Learning Material (SLM) in print and multiple media. Print is the predominant mode of instruction supplemented with audio and video programmes; face to face counselling sessions; interactive radio counselling (IRC) (Gyan Vani); educational TV broadcasts (Gyan Darshan) and web based counselling (Gyan Dhara).</p> |
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Programme Project Report (PPR)

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| f. | <p>Procedure for admissions, curriculum transaction and evaluation:</p> <ol style="list-style-type: none"> 1. Define the admission policy (<i>including web based tools to be adopted</i>) : 2. Eligibility criteria: 3. Fee structure: 4. Financial assistance to learners (if any): 5. Activity planner of all academic activities of the academic session: 6. Policy for Evaluation of learner progress along with methods and tools: | <p>Online admission procedure.</p> <p>Any Graduation Completed and Recognized by UGC</p> <p>-</p> <p>-</p> <p>The University uses formative/continuous and summative/ term end evaluation for assessing the progress of its learners and evaluation of their performance. Formative/Continuous evaluation is conducted at two levels i.e. through self-check exercises in-built into the SLMs; 30 per cent formative assessment through tutor marked assignments and 70 per cent Summative / term end evaluation is through term end examinations. The evaluation procedure is through the Digital mode.</p> |
| g. | <p>Requirement of the laboratory support and library resources:</p> <ol style="list-style-type: none"> 1. Laboratory support to the learners (<i>if any</i>): 2. Provision of Practical book for learners (<i>if any</i>): 3. Provision of Virtual Reality methods for Practicals in case of Online learning (<i>if any</i>): | <p>NA</p> <p>NA</p> <p>Yes</p> |
| h. | <p>Cost estimate of the program and the provisions:</p> <ol style="list-style-type: none"> 1. Indicate the budgetary requirement for: <ol style="list-style-type: none"> 1. Programme Development 2. Delivery 3. Maintenance | <p>Programme development is an ongoing process and the programme is already on offer. However, before development of the programme, cost analysis was done at the level of department based on the courses. It includes lesson writing, translation and typing charges.</p> <p>Material Production and Distribution (there is a dedicated full- fledged Material Production and Distribution Division for material production and distribution); and Electronic Media Production Centre (there is a dedicated full- fledged Electronic Media Production Centre for electronic media production).</p> |

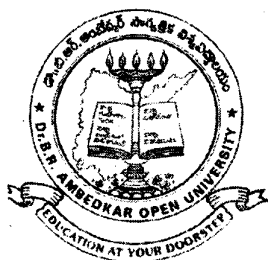
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| i. | <p>Quality assurance mechanism and expected program outcomes*:</p> <ol style="list-style-type: none"> 1. Define the review mechanism of the Programme for enhancing the standards of curriculum, instructional design relevant to professional requirements: 2. Define Programme benchmark statements: 3. Mechanism for monitoring the effectiveness of the programme: <p>*Minimum standards must adhere to UGC (ODL) Regulations, 2017 and directions of the Statutory Bodies of the University</p> | <p>University has:</p> <ol style="list-style-type: none"> 1. Standard norms and procedures for course design and development; 2. Standard norms and procedures for establishment of LSCs; 3. Standard norms for appointment of academic counsellors and evaluators; 4. Involvement of external experts in maintaining quality of curriculum design and development, including student evaluation; 5. All activities of LSCs and examination centers are monitored by the University. <p>The University has standardized its courseware based on the credit system. To further standardize its courses it has developed its own house style. There is a mechanism in place for continuous quality assessment for design, development and delivery of its academic programmes. The quality is assured at different phases by statutory bodies of the University namely: Board of Studies and Subject Expert Committee.</p> |
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HEAD,
Dept. of Economics

 B. R. AMBEDKAR OPEN UNIVERSITY
 HYDERABAD
Signature of Head of the Department with seal

DEAN,
Faculty of Social Sciences

 B. R. AMBEDKAR OPEN UNIVERSITY
Signature of Dean of the Faculty with seal


Signature of the Director Academic with seal
 B.R. Ambedkar Open University
 Hyderabad-500 033.



Dr. BRAOU

Report on Compliance status of 'Quality assurance guidelines of learning materials in multiple media and curriculum and pedagogy

Name of Faculty / Department : **Faculty of Social Sciences**

Name of the Programme : **M.A., Economics**

| S.No. | Parameters | Details (Please tick) |
|--------------------------|--|---|
| a. Learning Materials | <p>I) SLM is :</p> <p>(a) Self - explanatory</p> <p>(b) Self - contained</p> <p>(c) Self - directed</p> <p>(d) Self - Motivating</p> <p>(e) Self - Evaluating</p> <p>II) SLM Comprises :</p> <p>(a) Overview of Units</p> <p>(b) Objectives</p> <p>(c) Activities</p> <p>(d) Assignments</p> <p>(e) Additional Resources</p> <p>III) SLM has :</p> <p>(a) Credit value assigned for each module or unit in the course</p> <p>(b) Provides Scope for practice at once own pace and own time</p> <p>IV) SLM has :</p> <p style="padding-left: 20px;">Guidelines for :</p> <p>(a) academic integrity</p> <p>(b) Internet etiquette</p> <p>(c) Expectation regarding activity</p> <p>(d) Discussions</p> <p>(e) Plagiarism</p> | <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>()</p> |

| S.No. | Parameters | Details (Please tick) |
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| | (f) Teacher Growth & Skills | (√) |
| | (g) Multiple learning for active learning | (√) |
| | (h) Helps the learner to engage in Higher - order thinking skills | (√) |
| | (i) critical reasoning active and complex thinking | (√) |
| | V) SLM is : | |
| | (a) Structed on LOCF (Learning outcome based curricular framework) | (√) |
| | (b) Interactive has Two way communicative approach and conversational format | (√) |
| | (c) Has experience based activities and assignments | (√) |
| | (d) Has clearly stated learning outcomes or detailed concepts / learning map. | (√) |
| | (e) Encourages learners to apply New knowledge and Skills | (√) |
| | (f) Divided in to blocks and units | (√) |
| | (g) Has consistent lay out and format | (√) |
| | (h) Has overview of content unit structure | (√) |
| | (i) Introduction | (√) |
| | (j) Expected learning outcomes | (√) |
| | (k) Summary | (√) |
| | (l) Sections and Subsections for presenting appropriate frequency | (√) |
| | (m) Contains examples for national International case studies | (√) |
| | (n) Explanation of icons, symbols and formula for used content | (√) |
| | (o) Explanation of technical, new, difficult terms, in glossaries/keywords sections | (√) |
| | (p) Inclusion of adequate reading material | (√) |
| | B. Audion-Video Material | |
| | Audio Visuals Materials of the Course | |
| | (a) supplements and complements the Self learning Material | (√) |
| | (b) adequate consideration given for learners' prior knowledge skills and attitude. | (√) |

| S.No. | Parameters | Details (Please tick) | |
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| \ | (c) Level and style of presentation and language simple and appropriate | (√) | |
| | (d) Clear information on types of support materials and study activities | (√) | |
| | (e) Aims, objectives and target audience for the audio or video material are clearly defined | (√) | |
| | (f) conforms to the learning out comes | (√) | |
| | (g) clear guidelines with regard to the use of the audio or video material | (√) | |
| | (h) Audio or video material are given is developed in forms and formats that are easily accessible by the learners and compatible with web-based delivery. | (√) | |
| | (i) provides continuity and coherence | (√) | |
| | (j) content is interactive with appropriate use of graphics, animations simulations etc., to keep the learners engaged. | (√) | |
| | C. Online and Computer based Material | | |
| | (a) The digital content is made available in accessible format such as processing, Portable Document Format or E-Pub format. | (√) | |
| | (b) The file size is accessible and downloaded | (√) | |
| | (c) course content (in digital format is) easy to navigate and searchable | (√) | |
| | (d) The digital content is Unicode compliant | (√) | |
| | (e) Digital content gives special attention to the leaners with disabilities. | (√) | |
| | (f) Digital content available across platforms and devices | (√) | |
| | (g) Audio-video material is made available through streaming | | |
| | (h) The compression of the digital files is optimized so that the quality is not compromised and content is easily accessible. | (√) | |
| | (i) The required players are made available to learners. | () | |
| | D. Curriculum and Pedagogy : Quality Standards | | |
| | Curriculum objectives are : | | |
| (a) Consistent with the mission of Dr.BRAOU | (√) | | |

| S.No. | Parameters | Details (Please tick) |
|-------|--|--------------------------|
| | (b) Involves all the stakeholders | (√) |
| | (c) Follows the University Grants Commission Model of Curriculum or learning outcomes based Curriculum Framework (LOCF) and incorporates local or regional needs | (√) |
| | (d) Curriculum appropriate to the stage of learning. | (√) |
| | (e) linkages are given to previous and subsequent stages of learning. | (√) |
| | (f) Provides learning experiences which allow in diversity of methods (like learning from practice, opportunities for distributed and concentrated practice, learning with peers, learning in formal situations inside and outside the department, personal study, specific teacher inputs etc). | (√) |
| | (g) The structure of curriculum are defined. | (√) |
| | (h) strategy on teaching and learning methods is worked out. | (√) |
| | (i) Instructional methods or pedagogy and the media mix are clearly spelt out. | (√) |
| | (j) The content is reliable and justifies the learning outcome(s). | (√) |
| | (k) Curriculum is relevant to national competency requirement. | (√) |
| | (l) Description of credit value for each module or unit in the course is given. | (√) |

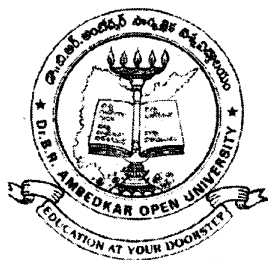

Head of the Department

HEAD,
Deptt. of Economics
B. R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD


Dean, Faculty

DEAN,
Faculty of Social Science
B. R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD


Director (Academic)
Director (Academic)
B.R. Ambedkar Open University
Hyderabad-500 033



Dr. BRAOU

Compliance status in respect of Self-Learning Material

Name of Faculty / Department: **Faculty of Social Sciences**


Name of the Programme **BA, Economics**

| S.No. | Parameters | Details (Please tick) |
|--|--|--|
| a. Guidelines on Self Learning Materials | <p>I) Preparation of Learning Material</p> <p>(a) Planning of the Self Learning Material</p> <p>(b) Consideration for</p> <p style="padding-left: 20px;">(i) backgrounds of learner and learning needs</p> <p style="padding-left: 20px;">(ii) learning experiences</p> <p style="padding-left: 20px;">(iii) support and preparation in adapting to flexible learning.</p> <p>II) Development of SLM for</p> <p>(a) learning objectives</p> <p>(b) assessment of prior knowledge</p> <p>(c) learning activities</p> <p>(d) feedback of learning activities</p> <p>(e) examples and illustrations</p> <p>(f) self-assessment questions / in-text questions</p> <p>(g) summary / key points</p> <p>(h) study guide</p> <p>III) Content of the learning material</p> <p>(a) emphasises on real world tasks.</p> <p>(b) learner's choice of tasks or situations, case studies</p> | <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> <p>(√)</p> |

| S.No. | Parameters | Details (Please tick) |
|-------|---|--------------------------|
| | (c) collaborative learning tasks. | (√) |
| | (d) opportunities for observing others | (√) |
| | (e) self-evaluation. | (√) |
| | IV) Consideration the Learner Profile | |
| | (a) literary level (including level of language proficiency) | (√) |
| | (b) age group | (√) |
| | (c) information communication Technology skills | (√) |
| | (d) aim of study, | (√) |
| | (e) personal background and home situation | (√) |
| | (f) prior knowledge | (√) |
| | (g) prior skills, learning situations etc., | (√) |
| | V) Background of learner | |
| | (a) It is considered the accessibility of course resources and references at the place of learning. | (√) |
| | (b) Learning objectives and outcomes are considered prior to developing learning materials. | (√) |
| | VI) Group of Learning Material | |
| | (a) SLM Course Materials | (√) |
| | (b) e-books | (√) |
| | (c) practical book | () |
| | (d) student's handbook | (√) |
| | (e) question bank, | () |
| | (f) assignment book | () |
| | (g) Audio Video material | (√) |
| | (h) programme guide, | (√) |
| | (i) project manual | () |


Head of the Department


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