

DrBRAMBEDKAROPENUNIVERSITY

Hyderabad, Telangana

Programme Project Report – PPR

Name of the Faculty : Faculty of Social Sciences

Name of the Department : Department of Psychology

Name of the Program : PG -M. Sc Psychology

S.No.	Parameters	Details
a.	Program mission & objectives: (itsalignmentwithindustrial/learnerdemands)	Program Mission : <ul style="list-style-type: none">➤ The Department of Psychology strives to achieve academic excellence by imparting theoretical and practical knowledge to the post graduate and under graduate students of psychology by focusing on quality, values, student-centric approach and modern technology in teaching-learning process.➤ To enable students learn effectively the scientific principles involved in understanding and explaining human behavior and mental processes, on par with top ranking conventional universities in India. Program Objectives: <ul style="list-style-type: none">➤ To provide students with an understanding of various models, principles that serve as framework for understanding human behaviour➤ To help students understand and enhance cognitive, affective and behavioural abilities➤ To familiarize students with applications of psychology in modern society➤ To cultivate in students a spirit of research and to provide skills needed for conducting research studies,➤ To prepare students for advanced courses in psychology,➤ To provide an understanding of mental health problems
b.	Relevance of program with Dr BRAOU's Mission & Goals:	The program caters to the needs of diverse sections of society with a focus on hitherto deprived sections at lower costs by using the modern technologies in teaching-learning processes.
c.	Nature of prospective target group of learners: 1. Specify the target group: 2. Needs of the target group:	<ol style="list-style-type: none">1. Employed and Unemployed Graduates2. Target group requires Psychological skills and adequate knowledge in psychology domain to provide services to the psychological aspects or needy people effectively

		3. Needs of the Target: Access to higher education at their own time, place and pace with the convenience of pursuing their degree even while discharging their own roles.
d.	<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: 	<p>1. Learning outcomes:</p> <ol style="list-style-type: none"> i) The students who have successfully completed the program will be able to administer psychological tests, interpret the scores and provide necessary psychological services to the needy people. ii) The students will be able to use Behavioral modification skills in counseling setup and provide psychological support in various sectors like-Schools, Colleges, Hospitals, Missions, and Organizations etc. iii) They will be able to follow ethical principles/values in providing services iv) The knowledge acquired will be useful for self development v) They will be able to join in higher education like Ph.D and Advanced Professional programs like M. Phil Rehabilitation and Clinical <p>2. Knowledge attainment: Deeper understanding of the concepts through an array of self assessment tools integrated in the course will enable them to gain an in-depth knowledge of the subject</p> <p>3. Transferable Skills and Competencies: Communication skills, soft skills, team building skills and such other competencies and skills acquired in the program can be translated into better individual performance.</p> <p>4. Reflections of academic, professional and occupational standards</p>
e.	<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>1. The University as adapted multiple media approach for importing instructions to the learners. The program was designed after undertaking need analysis, identifying the target group, selection of appropriate media etc. The self instructional format is used for developing self learning material (SLM) in print and multiple media which include audio, video, face to face counseling sessions, educational TV broadcast (DD-YADAGIRI)</p> <p>2. The program is offered as a Two Year masters program with 5 courses in each year.</p> <p>3. Detailed syllabi of PG M.Sc Psychology Program is uploaded in the university website now it is available in the website</p> <p>4 Minimum 2 Years and Maximum 4 Years</p> <p>5. English</p> <p>6. General Post Graduate Program.</p>

	<p>(General/ Professional):</p> <p>7. Faculty and Support staff:</p> <p>8. Instructional design & delivery mechanism (Mediatobeused-print, audio, video, online, computeraided, webb ased, etc. (course wise)):</p> <p>9. Student Support Service system (Specify the provisions to be made at HQs, Regional Centres, Learner Support Centres and Web based, etc):</p>	<p>6. 3 Academic Staff</p> <p>i) Prof. D. Janardhana Reddy, Adjunct Professor</p> <p>ii) Dr.Narsimulu, Assistant Proffessor</p> <p>iii) D. Sriveni, Assistant Professor</p> <p>2. Three Office staff</p> <p>8. Counseling Sessions / Print (SLM)/Radio lessons/Video Lessons/Teleconferences/Online Classes and BRAOU YouTube Channel.</p> <p>9. HQ: All support Services extended. RCC: Counseling Sessions/Print(SLM)/Radio lessons/Video Lessons/Teleconferences Study Centers: Counseling Classes.</p>
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	Parameters	Details
S.No.		
f.	<p>Procedure for admissions, curriculum transaction and evaluation:</p> <ol style="list-style-type: none"> 1. Define the admission policy (including web based tools to be adopted) : 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: 	<ol style="list-style-type: none"> 1. Online mode 2. Any Bachelor Degree will eligible 3. The fee structure is decided by a committee constituted by the university. Fee varies from time to time depending upon the local conditions. 4. No Financial Assistance 5. Academic calendar is supplied to all students 6. The University used formative and summative evaluation for assessing the progress of learners. Formative evaluation for 30 marks in the form of assignments evaluated by academic counselors who taught the courses. Summative evaluation for 70 marks at end of the year. Digital online evaluation of Term-end examination scripts comprising of 70 marks in each subject
g.	<p>Requirement of the laboratory support and library resources:</p> <ol style="list-style-type: none"> 1. Laboratory support to the learners (if any): 2. Provision of Practical book for learners (if any): 3. Provision of Virtual Reality methods for Practical's in case of Online learning (if any): 	<ol style="list-style-type: none"> 1. Well – Equipped Laboratory support is available 2. Practical manual is provided to all students 3. Establishment of Virtual Laboratory is in process
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 being an ongoing process and it is reviewed as per the policy of the Academic Regulatory Body of the University. As a precursor to the development of the programme, cost analysis will be done</p>

		Budgetary allocation for course development, course material printing and distribution, development of Audio and video lessons and e-content development will be earmarked by the University. The Learner Support Branch maintains the courses offered by the Academic Faculties and provides the necessary counseling support for all the courses.
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>	<ol style="list-style-type: none"> 1. University has standard norms and procedures for course design and development. 2. Any student with an aptitude for learning should be able to clear this program and a student with a higher order learning skills should be able to become self employed. 3. All academic activities are monitored by the university faculty, academic counselors etc.

Signature of Head of the Department with seal

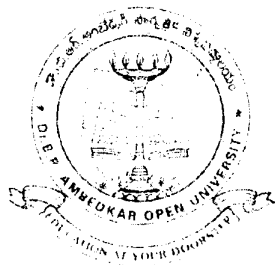
[Handwritten Signature]
DEAN,
Faculty of Social Science
B R AMBEDKAR OPEN UNIVERSITY
HYDERABAD

Signature of Dean of the Faculty with seal

[Handwritten Signature]
DEAN,
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HYDERABAD

Signature of the Director Academic with seal

[Handwritten Signature]
Director (Academic)
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: **Psychology**

Name of the Programme: **PG-M.Sc Psychology**

S.No.	Parameters	Details (Please tick)
a. Learning Materials	<p>I) SLMs:</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 one's 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)
	(f) Teacher Growth & Skills	(✓)
	(g) Multiple learning for active learning	(✓)
	(h) Help the learner to engage in Higher - order thinking skills	(✓)
	(i) critical reasoning active and complex thinking	(✓)
	V) SLM is:	
	(a) Structured 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 learner to apply New knowledge and Skills	(✓)
	(f) Divided into 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. Audio-Video Material	
	Audio-Visual Material 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)
\	(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) conform to the learning outcomes	(✓)
	(g) clear guidelines with regard to the use of the audio or video material	(✓)
	(h) Audio or video material are given or 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 simulation 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 learners 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	(✓)

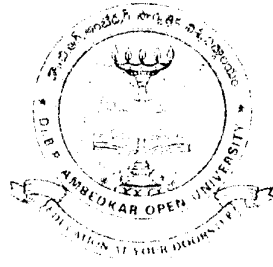
S.No.	Parameters	Details (Please tick)
	(b) Involves all the stakeholders	(✓)
	(c) Follows the University Grants Commission Model of Curriculum or learning outcomes based Curriculum Framework (LOCF) and incorporates local or regional needs	(✓)
	(d) Curriculum appropriate to the stage of learning.	(✓)
	(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 redefined.	(✓)
	(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

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Compliance status in respect of Self-Learning Material

Name of Faculty/Department: Psychology Faculty of Social Sciences

Name of the Programme : PG-M.Sc Psychology

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>(i) background of learner and learning needs</p> <p>(ii) learning experiences</p> <p>(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/keypoints</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>

S.No.	Parameters	Details (Pleasetick)
	(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 situation 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	()

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Director (Academic)

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