

**Dr. BR. AMBEDKAR OPEN UNIVERSITY**

Hyderabad, Telangana

**Programme Project Report-PPR**

**Name of the Faculty/Department: Science / Geology**

**Name of the Programme: M.Sc. (Environmental Science)**

S.No.	Parameters	Details
a.	Programmes mission & objectives: (its alignment with industrial/learner demands)	<p><b>Mission:</b>To provide comprehensive, relevant curriculum and train the Learners/students in the field of Environmental Science. Enabling the Learners take up career in academic (teaching and research), industry and government sector, along with conducting significant societal based research</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>i. Develop Professional and Research capabilities in major areas of environment.</li> <li>ii. Develop Mid-Career professionals in various fields in maintaining environmental integrity in relation to human development.</li> <li>iii. Produce graduates grounded in their areas of specialization yet more holistic in their approach to environmental issues.</li> </ul>
b.	Relevance of program with Dr BRAOU's Mission & Goals:	<p>Access to Relevant quality education for diverse sections of society with a focus on hitherto deprived sections at lower cost by using modern technologies in teaching -learning processes. Competency building with quality teaching, learning and evaluation practices.</p>
c.	Nature of prospective target group of learners: 1. Specify the target group:	<p>The study of Environmental Science helps the students with a foundation for lifelong learning, critical thinking and collaborative problem solving in professional and Business context.</p> <p><b>Target Groups</b></p> <ul style="list-style-type: none"> <li>a. Employees of Public and private sector who do not have advantage of conventional institutions of higher learning.</li> <li>b. Students with Under Graduation in any Science and technology, who seek career progression in their education with higher qualifications.</li> <li>c. Students who want to choose their carrier in R and D institutions and who are interested to begin his/her career in Environmental Science.</li> </ul>
d.	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: 1. Learning outcomes : 2. Knowledge attainment : 3. Transferable Skills and Competencies: 4. Reflection of academic, professional and occupational standards:	<p>Highly appropriate programme for ODL mode as it provides a unique opportunity for pursuing higher education in Environmental Science to persons living in geographically remote areas of the state and also to those who could not pursue science education for one reason or the other. The Programme develops ability to apply knowledge and solve problems in new or unfamiliar surroundings within broader (or multi-disciplinary) contexts related to the area of study. The Programme will expose</p>

		<p>students to the diversity and variety of educational practices, policies, settings, and contexts in India. The Programme will strive to develop capabilities in learners for various roles such as those of curriculum developers, textbook/ material developers, teacher educators, and researchers in Environmental Science. The programme would provide learners a wider and more comprehensive understanding of Environmental Science as a field of knowledge and tries to accommodate a wide variety of learning needs of learners.</p>
<p>e.</p>	<p><b>Instructional Design:</b></p> <ol style="list-style-type: none"> <li>1. Curriculum design (<i>Outcome of Expert Committee meeting; Programme Structure: specify the theory, practical, field work, project, etc components</i>):</li> <li>2. Total Credit hours (<i>including course wise</i>):</li> <li>3. Detailed syllabi:</li> <li>4. Duration of the programme (<i>Minimum &amp; Maximum</i>):</li> <li>5. Medium of instruction:</li> <li>6. Type of programme: (<i>General/ Professional</i>):</li> <li>7. Faculty and Support staff:</li> <li>8. Instructional design &amp; delivery mechanism (<i>Media to be used-print, audio video, online, computer aided, web based, etc. (course wise)</i>):</li> <li>9. Student Support Service system (<i>Specify the provisions to be made at HQs, Regional Centres, Learner Support Centres and Web based, etc</i>):</li> </ol>	<p>The University has adopted a multiple-media approach for imparting instruction to its learners for its various programmes of study. Before launching the programme the university constitutes curriculum development committee with subject experts from Academics, R&amp;D institutions &amp; industry to assess the need of the programme and to develop the curriculum and regulations</p> <p>There are 8-Theory Courses and 8-Practical courses for two years as follows  I – Year 4-Theory Courses and 4-Practical Courses  II – Year :  4-Theory Courses &amp; 4 practical courses;  2 years to 4 Years (Yearwise)  English</p> <p>General</p> <p>2 Faculty at Head quarter with required number of counsellors at the Learner Support Centres (LSCs)</p> <p>The self instructional format is used for developing Self Learning Material (SLM) in print and multiple media. Subject experts from various institutions are involved in the development of study material. Print is the predominant mode of instruction supplemented with audio and video programmes; Face-to-face counseling sessions and interactive online counselling is provided. It is supplemented with web based counselling. Audio and Video lessons are supplied. For practical based courses practical sessions are conducted in face to face mode (which is compulsory component)</p> <p>Student support service is providing in the HQs and as well as in LSC centers.</p>

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f.	<p>Procedure for admissions, curriculum transaction and evaluation:</p> <ol style="list-style-type: none"> <li>1. Define the admission policy (<i>including web based tools to be adopted</i>):</li>   <li>2. Eligibility criteria:</li>   <li>3. Fee structure:</li>   <li>4. Activity planner of all academic activities of the academic session:</li>   <li>5. Policy for Evaluation of learner progress along with methods and tools:</li> </ol>	<p>Admissions: Admission is mainly done through online from the eligible candidates.</p> <p>Curriculum is transacted through printed Self Learning Materials (SLMs), Face to face counselling sessions (theory/ practical), audio and video programmes, educational TV broadcasts and web based counselling. For practical based courses practical sessions are conducted in face to face mode (which is compulsory component).</p> <p>B.Sc. or its equivalent in science/engineering</p> <p>Programme Fee: Rs. 15000=00 for First Year (Tuition Fee + admission fee). Rs. 15000=00 for Second Year (Tuition Fee).</p> <p>As per the academic calender prepared by the university</p> <p>Examinations in the programme will be held twice in a year as Spell-I and Spell-II. The duration for the year-end examinations for theory courses will be three hours for each course and the maximum marks allotted for each course are 70 marks and comprises of two sections. Section-A comprises of short answer questions, which are for 20 marks, where each question carries 5 marks. Section-B consists of Essay type answer questions, and the marks for these questions are 50. Each question carries 10 marks. A student is required to answer Four out of Eight questions given in Section-A, and Five out of Ten questions given in Section-B. To sum-up Section - A carries 20 marks (4x 5M=20M) and Section - B carries 50 marks (5x10M=50M) with the duration of 3 hours. 30% of marks are allotted to formative assessment (15M+15M) with subject experts.</p> <p>Online digital evaluation is conducted with 30% of marks for Formative evaluation and 70% marks for summative evaluation.</p>



i.	<p>Quality assurance mechanism and expected program outcomes*:</p> <ol style="list-style-type: none"> <li>1. Define the review mechanism of the Programme for enhancing the standards of curriculum, instructional design relevant to professional requirements:</li> <li>2. Define Programme benchmark statements:</li> <li>3. Mechanism for monitoring the effectiveness of the programme:</li> </ol>	<p>Standard norms and procedures for course design and development;</p> <p>Standard norms and procedures for establishment of LSCs,</p> <p>Standard norms for appointment of academic counsellors and evaluators;</p> <p>Involving external experts in maintaining quality of curriculum design and development, including student evaluation;</p> <p>All activities of LSCs and examination centers are monitored by University.</p> <p>Assignments are being monitored by Faculty to ensure the quality of continuous evaluation.</p> <p>To standardize the course, the department has developed its own house-style for quality maintenance. There is a mechanism in place for continuous quality assessment for design, development and delivery of the academic programmes. The quality is assured at different phases by statutory bodies of the University namely: Board of Studies and Executive Council. Programme evaluation is the norm before undertaking revision of the programme. The above mechanism is being followed for rigorous monitoring of course design and delivery to students of this programme.</p>
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**Department of Geology**  
 Signature of Head of the Department with seal  
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Signature of the Director Academic with seal  
*[Signature]*  
 Director (Academic)  
 B.R. Ambedkar Open University  
 Hyderabad-500 033.





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


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) conforms 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 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.	(✓) (✓) (✓) (✓) (✓) (✓) (✓)
	<b>C. Online and Computer based Material</b>	
	(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.	(✓) (✓) (✓) (✓) (✓) (✓) (✓) (✓)
	<b>D. Curriculum and Pedagogy : Quality Standards</b>	
	Curriculum objectives are : (a) Consistent with the mission of Dr.BRAOU	(✓)



S.No.	Parameters	Details (Please tick)
	(b) Involves all the stakeholders	<input checked="" type="checkbox"/>
	(c) Follows the University Grants Commission Model of Curriculum or learning outcomes based Curriculum Framework (LOCF) and incorporates local or regional needs	<input checked="" type="checkbox"/>
	(d) Curriculum appropriate to the stage of learning.	<input checked="" type="checkbox"/>
	(e) linkages are given to previous and subsequent stages of learning.	<input checked="" type="checkbox"/>
	(f) Provides learning experiences which allow 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).	<input checked="" type="checkbox"/>
	(g) The structure of curriculum is defined.	<input checked="" type="checkbox"/>
	(h) Strategy on teaching and learning methods is worked out.	<input checked="" type="checkbox"/>
	(i) Instructional methods or pedagogy and the media mix are clearly spelt out.	<input type="checkbox"/>
	(j) The content is reliable and justifies the learning outcome(s).	<input checked="" type="checkbox"/>
	(k) Curriculum is relevant to national competency requirement.	<input checked="" type="checkbox"/>
	(l) Description of credit value for each module or unit in the course is given.	<input checked="" type="checkbox"/>

  
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 Director (Academic)

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



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

Head of the Department

**Head**

**Department of Géology**

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Dean, Faculty

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