



ASSAM DON BOSCO UNIVERSITY

Centre for Distance and Online Education

Tapesia Gardens, Kamarkuchi, Sonapur – 782 402, Assam, INDIA

DISCLOSURE STATEMENT

Assam Don Bosco University (ADBU) affirms that the Programme Project Report (PPR) for its Online programmes has been prepared in strict adherence to the Guidelines prescribed by the University Grants Commission - Distance Education Bureau (UGC-DEB) as outlined in Annexure V of the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

GUIDELINES MAINTAINED PROGRAMME PROJECT REPORT (PPR)

I. Overview

1. The Programme Project Report (PPR) of a Centre for Distance and Online Education, Assam Don Bosco University 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.

1. The Programme Project Report (PPR) of the Centre for Distance and Online Education, Assam Don Bosco University, serves as a self-disclosure document of the Centre regarding the launch of programme(s) in Online Mode. The Institution has defined specific aims and objectives for each academic programme, which provide direction for programme development and enable the University to focus on measurable outcomes. These aims and objectives ensure clarity in planning, delivery, and learner experience, ultimately demonstrating the academic and professional value achieved through the programme. Each programme is planned with clear deliverables, learning components, and academic experiences aligned to Online pedagogy.

II. Contents of Programme Project Report (PPR)

The Programme Project Report (PPR) of the Centre for Distance and Online Education, Assam Don Bosco University, is duly approved by its highest academic authority. The PPR contains the following components:

a. Programme's Mission and Objectives:

The Higher Educational Institution defines the mission statement and objectives for each programme to be launched, reflecting the strategic direction and academic goals of the University. These objectives are aligned with industry and learner requirements and are framed in a manner suitable for achievement within the Online learning ecosystem of CDOE, ADBU.

b. Relevance of the Programme with HEI's Mission and Goals:

The Higher Educational Institution ensures that the programmes offered through Online Mode are fully aligned with ADBU's mission and goals. Each programme is developed to contribute significantly to institutional aspirations, including accessibility, quality enhancement, and learner empowerment. The target group of learners is identified based on diverse needs, including learners from low-income backgrounds, rural areas, women, unskilled groups, and minorities, ensuring that the curriculum is inclusive and responsive to varied educational contexts.



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c. Nature of Prospective Target Group of Learners:

The Centre identifies the characteristics, learning needs, and socio-economic profiles of potential learners. The curriculum and delivery approach are aligned to accommodate diverse learner categories, ensuring inclusivity and equitable access.

d. Appropriateness of the Programme to be Conducted in Online Mode to Acquire Specific Skills and Competence:

The Higher Educational Institution clearly identifies the learning outcomes of the programme, covering skills and competencies to be acquired by the learner. The programme is appropriately designed to achieve these outcomes. The outcomes include knowledge, understanding, and professional competencies relevant to the area of study. They also incorporate generic transferable skills, ensuring alignment with academic, professional, and occupational standards.

e. Instructional Design:

Instructional design includes curriculum planning, detailed syllabi, programme duration, faculty and support staff requirements, instructional delivery mechanisms, identification of media—print, audio, video, online, computer-aided—and student support services. The Higher Educational Institution defines the instructional design for each Online programme and maps the credit hours for each course or module, in alignment with UGC-DEB norms.

f. Procedure for Admissions, Curriculum Transaction and Evaluation:

The Higher Educational Institution defines the admission policy with minimum eligibility criteria and fee structure. Information regarding financial assistance, if any, is included. The policy for programme delivery includes the methods and web-based tools to be adopted. An academic activity planner is notified for each session. The evaluation framework includes both formative and summative assessments, conducted through Online mechanisms, ensuring transparency and academic integrity.

g. Requirement of Laboratory Support and Library Resources:

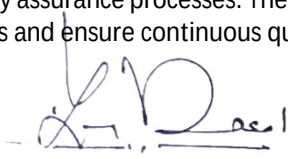
For programmes requiring practical components, the Centre provides clear guidelines for laboratory access, virtual labs, or alternative mechanisms for practical learning. Learners are provided with a practical manual, and access to digital library resources is ensured through ADBU's online library systems.

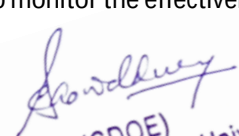
h. Cost Estimate of the Programme and the Provisions:

The cost estimate includes the budget allocation for programme development, delivery, learner support, digital infrastructure, and programme maintenance, ensuring financial viability and sustainability.

i. Quality Assurance Mechanism and Expected Programme Outcomes:

The Higher Educational Institution defines a robust quality assurance framework to review and enhance curriculum standards, instructional design, learner support, and assessment methods. The mechanism includes course benchmark statements, periodic programme reviews, feedback systems, and compliance with CDOE-ADBU's internal quality assurance processes. The University has established systems to monitor the effectiveness of Online programmes and ensure continuous quality enhancement.


Dr Zacharias George
Registrar
Assam Don Bosco University
Tapesia Gardens, Sonapur
Assam-782402, INDIA


Dr. Samit Chowdhury
Director (CDOE)

Director (CDOE)
Assam Don Bosco University
Tapesia Gardens, Kamarkuchi
Assam - India