University of Mysore

FRAMEWORK FOR SYLLABUS PREPARATION UNDER LEARNING OUTCOMES-BASED EDUCATION (LOBE)

Internal Quality Assurance Cell (IQAC)

Manasagangotri, Mysuru – 570 006

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UNIVERSITY OF MYSORE

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This framework is intended to guide Boards of Studies in the preparation and revision of syllabi under **Learning Outcomes-based Education (LOBE)**.

The framework draws its guiding principles from:

- The UGC Learning Outcomes-based Curriculum Framework (LOCF),
- The University's CBCS regulations, and
- The need for clarity, consistency, and uniformity in syllabus documentation across departments.

The purpose of this framework is to:

- Indicate the essential elements expected in a syllabus document,
- Provide a common structure and sequence for syllabus preparation, and
- Facilitate outcome-oriented and learner-centric curriculum design, without restricting academic freedom.

The elements listed below are meant to serve as a guiding framework.

They are indicative, not exhaustive, and may be adapted by Boards of Studies to suit the nature of the Program and discipline concerned.

Boards of Studies are advised to maintain the sequence shown below, as it is prescriptive for guidance and uniformity.

The **Draft Syllabus** circulated along with this framework may be referred to as an example for structure, sequence, and presentation.

The **Handbook on Learning Outcomes-based Education (LOBE)** prepared by IQAC may be used for conceptual understanding and background, wherever required.

CHECKLIST OF ELEMENTS TO BE INCLUDED IN THE SYLLABUS

The syllabus may include the following elements, included but not limited to.

Boards of Studies are advised to use this checklist to ensure completeness and uniformity.

The Model Syllabus circulated along with this checklist may be referred to as an example for structure, sequence, and presentation.

> **Program Details**
> *(Basic information about the Program)*

- Program Name
- Nature of the Program
- Duration of the Program
- Eligibility for Admission
- Medium of Instruction
- Program Structure
- Credits

- ➤ **Academic Regulations**
  (General rules applicable to the Program)

  - Attendance Requirements
  - Assessment and Evaluation Scheme
  - Passing Criteria
  - Grading System

- ➤ **Scheme of Examination**
  (Marks distribution for different course types)

  - Theory Courses
  - Practical Courses
  - Project / Dissertation, wherever applicable

- ➤ **Department Vision**
  (Long-term academic direction of the Department)

- ➤ **Department Mission**
  (Core purpose and academic focus of the Department)

- ➤ **Program Learning Outcomes (PLOs)**
  (Broad outcomes framed by the respective Board of Studies)

  - PLOs included in the Model Syllabus are illustrative only
  - Each Board of Studies shall develop its own PLOs appropriate to the discipline

- ➤ **Graduate Attributes**
  (Knowledge, skills, and values expected of graduates)

- ➤ **Course Pattern**
  (List of courses offered in each semester with course categories and credit distribution)

- ➤ **Program Credit Framework**
  (Minimum and maximum credits under CBCS)

- ➤ **Course Details**
  (Structure and level of detail)

  - Semester No. and Course No.
  - No. of Credits and Course Category
  - Course Title and Course Code
  - Course Learning Outcomes (CLOs)
  - Course Pedagogy
  - Unit-wise Course Content with Teaching Hours
  - Learning Resources

The detailed course content shown for the example course in the draft syllabus is intended only as a guideline for developing and structuring other courses and does not form part of the syllabus content to be repeated.

- ➢ **Program Learning Outcomes (PLOs) – Course Compliance Matrix**
  - A Program-level matrix showing the alignment between Courses and PLOs
  - This matrix is mandatory and shall form part of every syllabus document
  - The mapping is for compliance and alignment purposes only

- ➢ **Sustainable Development Goals (SDGs) – Course Mapping**
  - There are 17 SDGs
  - Syllabus committees may review all SDGs and map only those that are clearly relevant
  - The inclusion or non-inclusion of SDG mapping does not affect academic rigour

General Instructions

- The syllabus document should be clear, concise, and uniformly structured.
- Simple and clear language should be used.
- Learning resources should be listed in a standard academic format.
- The Draft Syllabus may be used as a reference framework for syllabus preparation.

Boards of Studies are requested to take note of the above and ensure that syllabi are prepared or revised accordingly.