

		DR. DEBASHREE SINHA									
		SEMESTER-I (CCF)									
<p>Steps to prepare a Module Plan (As directed by IQAC) To efficiently distribute teaching responsibilities, optimize the use of teachers' expertise, and provide a well-rounded educational experience for students. Identify Course Modules: First, break down the course into its constituent modules or units. These are smaller sections of the course that cover specific topics or themes. Teacher Selection: Determine which teachers or instructors are qualified and available to teach the course. Consider their expertise in the subject matter and teaching experience. Module Allocation: Assign each module or unit to a specific teacher based on their strengths, expertise, and availability. Consider factors like the complexity of the content and the teacher's familiarity with it. Teacher Training: Ensure that teachers assigned to specific modules are adequately prepared. They may need training or resources to effectively teach the assigned content. Communication: Clearly communicate the module allotments to teachers, including expectations, deadlines, and any specific guidelines for teaching their assigned modules. Coordination: Foster collaboration and communication among teachers who are handling different parts of the course. This helps maintain consistency and coherence in course delivery. Assessment Alignment: Ensure that assessment methods align with the modular structure and follows Bloom's Taxonomy. Each teacher should be responsible for assessing the students in their assigned module. Feedback and Evaluation: Collect feedback from students and teachers to assess the effectiveness of the modular approach. Use this feedback to make improvements for future courses.</p>											
Semester	Core course structure	Units	No. of Hrs. allotted	No. of classes	Course covered in allotted classes	Remedial classes taken, if required	Learning Outcome	Steps to be followed for Teaching	Methods to be followed for Assessment	Name of substitute teacher	
Sem -I	CCF	I (d)	4	5	yes		Knowledge and understanding regarding variables and their classifications, Independent, Dependent and Controlling of variables	1.Review of the student's current knowledge base 2. Mentioning of course objectives 3.Input on the subject 4. Guided practice of various problems 5. Independent practice by home/class formative assignments 6. Discussion on the last 10 years university questions 7. Closure of the course with a final summative assessment	For both the formative and summative assessments, the questions would be set to assess the following skills using the six-level methodology of Bloom's Taxonomy as far as practicable.	SS	
	CCF	II (a)	3	4			Understanding related to attentional processes with other aspects of Information processing (example below: stimulus input to decision making) and attentional processes including the nature of attention, determinants of attention (to link to the evolutionary concept and to put emphasis on the nature of the Stimulus and why it attracts our attention), distraction, theories of attention			PM	
	CC2	II (C)	1	1			in-depth understanding about the human brain (No detailing of brain) Efferent neurons			Knowledge	SD
	CC2 Practicum	III (B)	6	7	Yes		Practical knowledge regarding to concept, types, uses and measures of dispersion			Comprehension	PM
	SEC	3	15	18	Yes		Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.			Application	SS
	SEC Practicum	3					Practical knowledge of the Effect of Brief Relaxation on Perceived Stress (Pre and Post Design).			Analysis Evaluation/	SD

