DR. PAPRI MANNA			
SEMESTER-I (CCF)			

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.

Flexibility: Be prepared to make adjustments to module allotments if necessary. Sometimes, changes may be required due to unforeseen circumstances or teacher availability.

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
	CCF	I (A)	2	3	yes		Detailed knowledge about the nature, definition, scope and branches of Psychology	1.Review of the	For both the formative and summative assessments, the questions would be set	DS
	CCF	I (A)	3	4			Understanding regarding the methods: Observation, Experimentation, Interview, Field Study, Correlational Method	student's current knowledge base 2. Mentioning of course objectives	to assess the following skills using the six-level methodology of Bloom's Taxonomy as far as	SS
	CCF	II (C)	1	1			reception of information through dendrites then it Moves through axon afferent neuron (first-orderneuron)	3.Input on the subject 4. Guided practice of various problems 5. Independent	practicable. Knowledge	SD
Sem -I	CCF	III (A)	4	5			Tabulation, classification and frequency distribution of data; plotting of Graph	practice by home/class formative assignments 6. Discussion on the last 10 years university	Comprehension Application	DS
	CCF Practicum SEC	(d)	7	8			Practical knowledge of the Graphical Representation: Frequency Polygon, Histogram and Ogive Stress: Introduction, Nature of stress,	questions 7. Closure of the course with a final	Evaluation/ Judgement	SS
	SEC Practicum	2	,	•			symptoms of stress; Practical knowledge of the Administration of State Trait Anxiety Inventory	summative assessment	Synthesis/ Creation	SD
										SS