

SRAVASTI DE  
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	Units	No. of	No. of	Course	Remedial	Learning Outcome	Teaching	for Assessment	substitute
Sem -I	CCF	II(b)	7	9	yes		In-depth knowledge about the sensation and perception including the Introduction to Psychophysics, Concept of sensory thresholds, Weber-Fechner Law, Classical Methods: Gradation, Constant and average error	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.  Knowledge Comprehension Application Analysis Evaluation/ Judgement Synthesis/ Creation	DS
	CCF	II (c)	1	1	No		Understanding about the biological Foundation of Behaviour: Genetic basis, neuron, synapse and neurotransmitter (Relevance of Studying biological foundation in Behavioural Science)			SS
	CCF	III (C)	5	6	Started		Detailed conception regarding Normal Probability Curve: Properties and Application			PM
	CCF Practicum	(B)	10	13			Practical knowledge of the Reiz Limen (RL)			SS
	SEC	2	15	18			Stress and health: effects of stress on health, eustress.			DS

